

VOLUME XVI

No. 6

The A.T.A. Magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION
Magistri Neque Servi



FEBRUARY, 1936



CHANGE THE TIRES

OUR school system is bumping along the rough roads on flat tires. Every sensible person knows that, who takes the trouble to examine the machine from the viewpoint of what is best, not for rural school trustees, but for the boys and girls of Alberta. We care not whether their political faith be Social Credit, Liberal, Conservative, C.C.F., or U.F.A.—the informed citizen knows there is waste of power, of money and of organization. Every solution tendered with a genuine intention of enabling the old bus to be fixed is rejected with scorn by people who by reason of claiming ownership of the machine in their own right, and having never known the joy of riding in high gear on well inflated tires, are determined to continue rattling along in low. They refuse to climb out of the car to give the real mechanic an opportunity to jackup the car and make repairs; they refuse to believe that less gas could then carry them further and faster with more comfort and safety to the passengers, but megaphone the cry, "We want more and more gas!"—more money in government grants and loans. Please remember: "Free air will fix no punctures."

The Efficient School Teacher

realizes the value of good equipment—

MAPS, GLOBES, DUPLICATORS, PENCIL SHARPENERS, REFERENCE BOOKS, CHART MAKERS, Etc.

Be sure your school has an adequate supply. We will gladly charge to the District if desired.

A Good Dictionary—

is a necessity in every school. Write for full description with sample pages, etc., of

Webster's New International—

(Second Edition)

It is the best you can buy.

We are agents for the ENCYCLOPEDIA BRITANICA and the ENCYCLOPEDIA BRITANNICA JUNIOR, the best works of reference you can buy.

Let us quote your school.

• • •

F. E. OSBORNE

Alberta's Largest School Supply House

CALGARY, ALBERTA

Shop with
confidence

at

“The Bay”

• • •

There's a Reason for the Crowds

Hudson's Bay Company.

INCORPORATED 27 MAY 1670

CALGARY

ALBERTA

MILK . . .

The ELIXIR OF LIFE

Our service is to put nature's food into your home in the finest condition.

• • •

FRESH MILK, CREAM and BUTTERMILK
Properly Pasteurized

UNION MILK COMPANY

LIMITED

Phone M4686

Calgary, Alberta

Expert Remodeling

PHONE M 3450

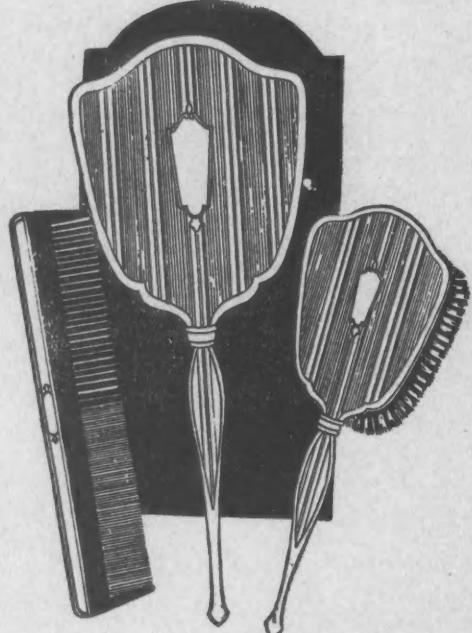
Repairs a Specialty

T. S. JEFFERY — London Certified Cutter

TAILOR TO LADIES AND GENTLEMEN

Call and see the latest imports of Worsteads, Flannels, Tweeds
1117 - 1st St. West—Traders' Bldg. Calgary

"EUGENIE"



A wise choice for every gift occasion is Birks' Vanity Sterling, for it has all the individual elements of beauty in Dresser Silver — Outstanding design, weight and exquisite finish. Even a few pieces make an impressive gift.

CATALOGUE ON REQUEST

Henry Birks & Sons Ltd.

Jewellers and Silversmiths

314 - 8th Ave. West

Calgary, Alberta



The A.T.A. Magazine

MAGISTRI NEQUE SERVI

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION
PUBLISHED ON THE FIRST OF EACH MONTH

Managing Editor

JOHN W. BARNETT, IMPERIAL BANK BLDG., EDMONTON

SUBSCRIPTIONS: To Members of the A.T.A. \$1.00 per annum
To Non-members of the A.T.A. \$1.50 per annum

Provincial Executive Alberta Teachers' Association

President..... G. G. Harman, 10912 - 127th St., Edmonton
 Vice President..... E. C. Ansley, 437 - 6th St., Medicine Hat
 Past President..... E. J. Thorlakson, 1801 - 10th Ave. W., Calgary
 General Secretary-Treasurer....John W. Barnett, Imperial Bank Bldg., Edmonton

District Representatives

Northern Alberta	Wm. Hayhurst, Vegreville
Central Alberta	Raymond Shaul, Czar
S. E. Alberta	H. W. Bryant, Drumheller
S. W. Alberta	M. G. Merkley, Coalhurst
Calgary City	H. T. Robertson, 406 Anderson Apts., Calgary
Edmonton City	H. C. Clark, 11038 - 81st Ave., Edmonton

VOL. XVI

FEBRUARY, 1936

No. 6

TABLE OF CONTENTS

	Page
Editorial	1
Obituary Notices	3
Our Profession—G. A. McKee, B.A., O.B.E.	5
Manual Arts Teachers' Forum	8
Of Interest to Teachers—Clericus	9
The World Outside	10
Correspondence	12
Educational Research Dept.	14
Local News	15
Our Teachers' Helps Dept.	16

Editorial

REACTION RAMPANT

HISTORY is repeating itself: the forces of ignorance and reaction are organizing themselves to defeat the new *School Bill* providing for a larger unit of administration. The mass attack has not yet developed and for the time being the enemy seems to be satisfied with planning little sorties and indulging in sniping proclivities. We read news reports of annual meetings in rural districts and villages where resolutions of condemnation of the progressive proposal are being sponsored usually by the Alberta replicas of the local political ward bosses so well-established in another land. Again we hear of letters being received by members of the Legislature of the threatening type, which seemed to have been so effective in school reform matters during the last decade.

WE await with interest the next convention of the Alberta School Trustees' Association this month in Calgary, and miss our guess if the new Bill is received with the slightest enthusiasm. It is to be hoped, however, that for the sake of public decency, no such disgusting Roman holiday will be staged as was the case at Lethbridge when the previous

Minister of Education laid his proposals before the convention of trustees. We go so far as to suggest that the degree of consideration given to the proceedings and resolutions passed in regard to the proposed Bill should be in inverse ratio to the noise made against it. Furthermore, we suggest in all seriousness that keen observations should be taken of the extent to which the delegates assembled really interpret the opinion of the general public with respect to matters educational, particularly insofar as reforms in administrative matters are concerned. Then again, diagnosis should be made of the extent to which the general public are actually informed on the matter—the extent to which the public, in the light of the information at their disposal are in a position to exercise intelligent discretion.

THERE are two types of trustees who may be considered

100 per cent "old reliables" in the ranks of the opponents of the scheme: (1) Those from long-established, highly productive districts generally free from crop failure; (2) Those from new schools in the outlying districts. In both cases the opposition is economic, not educational. In the former case their debentures are paid off, the building is free from debt, the assessment is high, the school is being operated on a low mill rate. Representatives from these districts argue that there is no need for a change; that all the Bill will do is force their ratepayers who have pioneered and paid their way, to contribute to school districts which are new, have debentures outstanding and cannot now finance their school. (Incidentally it would be illuminating to check over the names of school districts and their assessments which were represented at the notorious convention at Lethbridge which was largely instrumental in killing the *Baker Bill*. We have good reason to believe the overwhelming majority would be classed in the first category. It was to the interest of their own pocket-book, they thought, to oppose any larger unit plan.)

The second group is muddling through alright—sufficient unto the day is the evil thereof—no taxes are being paid; the teacher is financed (*sic*) by the school grants; they are now getting the school services for next to nothing at all anyway, so why not let the Government continue paying—"We don't want no change!" Yet somehow or other these districts with their teachers unpaid, manage to dig up sufficient cash to send delegates to the cities to participate in trustees' conventions. In further illustration of this type, we quote from the Annual Report to the Department in 1931 of Inspector Wilson of Peace River Inspectorate:

When prices are low and opportunities for cash jobs in harvesting and threshing are slight, the homesteader is forced to live on a barter plan; he does not have ready cash. The school operates mainly on credit, which invariably means that the teacher becomes the creditor, carrying the burden of the district's distress. At the close of any school term, the tax portion of the moneys making up the salary of the teacher is not paid, and no further payment is made, excepting through the advances on the grants. Thus the teacher has for her term's work only a very small fraction of her earnings.

The above is certainly an indictment of the educational system of our Province and of the people who have been responsible for continuing through the years what Mr. Baker

rightly dubbed "a haywire system." No truthfully informed person dare assert otherwise than that the Alberta educational system has been allowed to run to seed and that it is overrun with weeds.

* * * *

ONE of the worst impediments to progress is that so many uninformed citizens assume they are educational specialists. As Ian Hay puts it in *The Lighter Side of School Life*:

All parents are educational experts: we have only to listen to the new boy's mother laying down to the Headmaster the lines upon which his school should be conducted to realize this. So are all politicians; we discover this fact by following the debates in the House of Commons. So are the clergy: for they themselves have told us so. So, presumably, are the writers of manuals and textbooks. So are the dear old gentlemen who come down to present prizes upon speech day. Practically the only section of humanity to whom the title is denied are the people who have to teach. It is universally admitted by the experts—it is their sole point of agreement—that no school-master is capable of forming a correct judgment of the educational needs of his charges.

So, ignoring the teacher, the experts lay their heads—one had almost said their loggerheads—together, and evolve terrific schemes of education. Each section sets about its task in characteristic fashion. The politician with his natural acumen, gets down to the essentials at once. "The electorate of this country" he says to himself, "do not care one farthing dip about Education as such. Now, how can we galvanize Education into a vote-catching machine?"

The times, however, are too serious to treat this matter lightly, although, possibly, Ian Hay's method of driving home his philosophy by raising the good-humored snicker against enemies of education is the most efficient way to destroy their influence. How many people really appreciate that education is constantly changing; that it has gone through a period of evolution since they themselves were of school age and that more and more it must be administered and controlled by genuine experts; that the educational machine of yesterday is as inefficient in meeting the needs of today and tomorrow as would be the ox wagon compared with the high-powered automobile or the aeroplane in meeting modern transportation requirements. How many realize (or refuse to face the fact) that, next to a bad home, the worst disability a child can labor against is that of being denied the opportunity for real education? A school house closed by reason of conditions over which the parent or child has no control is a disaster to the child's prospects in the competition of life. People who just can not or will not see this must not be permitted to sabotage the prospects of progress and boycott the spirit of reform.

* * * *

A PROVINCIAL OBLIGATION

THREE should be as little heed given to the cry that every little family clique should maintain for ever its intimate control of their own local school as would be given, say, to a demand that a home county regiment should be intimately controlled and governed by the citizens of that particular county. The Lincolnshire regiment, for example, may be composed of the fathers, husbands and sons of the citizens of the County of Lincolnshire, and the citizens, with those of every other county, contribute towards its support. But common sense and national safety lay down the dictum that the county regiment is but a unit of the British Army and for the sake of national safety must be controlled by the British Army staff. To compare a local school with a regiment may be considered an extreme analogy, but the fact remains

that the idea of family control of individual units of a state system of education must give place to more definite harmony with the state system as a whole. Education is not a local responsibility; it never has been such. The responsibility for education is placed on the shoulders of the Provincial Government by *The British North America Act*—not on any local group of citizens. True, the Provincial Government has delegated local school boards to serve as handmaids of the Provincial authorities to perform in their behalf certain functions of school government—and wisely so. But whatsoever the Provincial Legislature delegates in the way of powers to local authorities does not relieve the Government of their ultimate responsibility, and of seeing to it that these delegated responsibilities are properly performed, or alternately it must withdraw these delegated functions if it is established that the local body as constituted can not perform them satisfactorily. The question thus arises whether or not the supreme authority shall dissolve these local bodies and assume direct responsibility for the administration of the individual units, or create other local authorities of a type which can be expected to exercise delegated powers in a more efficient manner than their predecessors. And that is just what the new Bill sets out to do—to delegate responsibility to a different type of local body than has existed in the past, and for the sole reason that the present local bodies are not functioning properly and are inherently incapable of carrying on efficiently or economically. Human nature being what it is, it can not be expected that individuals or bodies will acquiesce in themselves being ruled out of existence. Therefore it would be hoping too much that local school trustees as now existing, or their representatives in convention, should welcome their own elimination and their powers being vested in any other corporate bodies. This is a matter for settlement by the publicly elected representatives of the people sitting in the supreme elected authority of our State—the Legislature. It is to be hoped sincerely that the present indications may not veer from a settled plan to forge ahead in the name of the people for the sake of the public weal and of the boys and girls of Alberta. An old outworn cement mixer may make as much noise as, and be mistaken for a death-dealing machine gun, especially if it operates in close proximity to a microphone with loud-speaker attached. It has been known to terrify governments well entrenched behind a thumping big majority over all other parties. We endorse heartily the suggestions made in a recent editorial in *The Edmonton Journal*, from which we quote portions:

Opposition on the part of rural school boards to the consolidation plan gives evidence of being as strong now as it was when it forced abandonment of a similar proposal by the former government. If the Aberhart Government intends to establish the larger school unit, it is to be hoped it will command the entire weight of its following in the Legislature to ensure general acceptance of the proposals. Undoubtedly greater centralization in school administration would effect financial savings and, in most districts, would result in greater efficiency.

As a matter of fact, the Government is in a strong position right now to effect even greater reforms in the whole educational system. It is a new government, it commands an unprecedented majority in the Legislature, and we are in an almost ideally strategic position to establish precedents.

The opportunity before the Provincial Government is unique. It should do a complete job of educational reformation while it is

at it. Modernization of the curriculum without modernization of administration and finance would be a mere pouring of new wine into old skins. If there is to be an educational revolution in Alberta, let it begin with the very foundation of the system, its administration.

The new curriculum, on the face of it, calls for a new technique in teaching and this suggests a higher-standard, and hence a higher-paid teaching staff.

Well done, *Edmonton Journal!*

* * * *

BLIND MOUTHS

WE have yet to hear or read one solid argument against a larger unit of administration for educational purposes, other than financial. The bottom is now knocked out of the cry "It will cost more money." The idea has gone beyond the theory stage: experiments have been carried through and they have proved that the larger unit is economical and in every way more efficient than the 4x4 rural unit. The more one hears and reads in opposition to the new *School Bill*, the more one's conviction is sustained that there can be no *bona fide* case made out against the reform.

WE have yet to read a single instance where the detractors have based their criticism on the fundamental question: "Would the Bill better the lot and chances of our boys and girls?" After all, the welfare of the children is the main issue, and if the Bill cannot be shown to eliminate the present disabilities suffered by rural school children and improve the whole foundation and structure of the provincial system it should be thrown into the waste-paper basket.

WE challenge opponents of the Bill to establish to the satisfaction of the average person that the new Bill will not eliminate many of the disabilities and impediments under which the rural school pupil labors at the present time; that the welfare of the boys and girls (which after all is the sole reason for the existence of any scheme of education) would be sacrificed. They know they are not able to establish any such case, and therefore confine their criticisms to the monetary aspect of the situation in order to make people lose sight of the main object of education.

BEFORE people blindly attacking the Bill may be considered in any way *bona-fide* critics, let them give intelligent thought to the following and arrive at honest conclusions with respect to:

- (1) The indifferent or poor foundation with which rural school children come to high school and the difficulty—practical impossibility—of the high school teacher to construct on that defective foundation a proper superstructure.
- (2) The number of rural school pupils who are not able to attend secondary school at all but attempt high school work.
- (3) Closed schools.
- (4) Shortened school year.
- (5) School supplies cut down.
- (6) Sweat labor remuneration of many teachers in rural areas.
- (7) The accumulated arrears of salary due to teachers who even were they paid in full would be receiving less than the amount paid to non-working unemployed on relief.
- (8) The increasing number of rural schools dependent entirely on Government grants to keep them open.
- (9) Petty neighborhood jealousy over teachers' positions in the district.
- (10) Relieving teachers of the necessity of taking sides in neighborhood disagreements.
- (11) Ineffectiveness of the present grant system.
- (12) Overcrowded class-rooms.
- (13) Non-payment of school board requisitions by municipalities.
- (14) Generally giving education its rightful dignity.

The above mentioned conditions do prevail today, and if critics of the Bill can show how they can be removed by any other agency than by the Bill, let them set forth an alternative plan. It's no use just yelling: "We don't want change! To h . . . with reform and reformers! We don't care who does the co-ing so long as we continue to do the operating!" If the fathers and mothers of Alberta were really informed as to what might be done for their boys and girls in the way of improved educational facilities and wider opportunities in life, how really behind the times the schools are in Western Canada compared with countries where larger school areas are established, they would not hesitate one moment to wipe out of existence (politically speaking) those who wantonly set out to attempt to murder the beneficiary of their children. They would demand an attitude of reasonable co-operation, not blind opposition, particularly because where experimentation has been tried it has knocked the bottom out of the contention "Your schools will cost you more!"

* * * *

A FRIEND AT COURT

ANNUAL MEETING HELD AT CHINOOK SCHOOLS

CHINOOK (Special)—The annual meeting of Chinook Consolidated School District was held Saturday. Lorne Proudfoot, Secretary of the District, had blackboards covered with the financial statement, which showed the district still in a sound financial condition, with \$2,679 as bank balance at the end of the year.

Principal Meeres gave the report on the school, which showed 82 children attending with four teachers. Seven vans are conveying pupils from districts outside the town area. Salaries of teachers amounted to \$3,600.

The cost of operating the school for the year was \$12,264, about one-half of that being allowed for van driving.

(*Calgary Herald*), July 15, 1935.

We offer the following facts in relation to the above:

1. On Dec. 31st, 1934, the Chinook Consolidated School District had a balance of cash in hand of \$2,679, and yet paid less than the Statutory Minimum to three of the four members of the staff. Furthermore, the School Board received the sanction of the Department to engage below the Minimum, although it must have been apparent that the Board was comfortably able, to say the least, to pay the Minimum to every one of the teachers, and more.

2. On Dec. 31st, 1935, the cash on hand was a handsome amount, although reduced somewhat from the 1934 level. Yet again in midsummer of 1935 similar accommodation was given to the School Board, although it must have been evident again that payment of the Minimum Salary would have constituted no hardship even under the year's crop failure condition.

3. Mr. Lorne Proudfoot, the Secretary-Treasurer of the District, was the U.F.A. member of the Legislature at the time the Department granted the privilege to the Chinook Consolidated School District to pay salaries below the Statutory Minimum while unquestionably able to pay such minimum without discomfort. Mr. Proudfoot, during the sessions was in a peculiarly convenient position to walk across the corridor and interview the Department of Education in the dual capacity as member of the Legislature and Secretary-Treasurer of the Chinook Consolidated School District. Mr. Lorne Proudfoot, ex-M.L.A., had the usual free transportation privileges on the railroads and could journey to

Edmonton without cost to the District to interview the Department as Secretary-Treasurer of his School District.

Human nature being what it is . . . Dear Reader, you may draw your own conclusions.

* * * *
QUITE SO!

THE following is quoted from a letter received of a type arriving with increasing frequency at the A.T.A. Office, relative to contracts sanctioned by the Department after the close of the last June term:

From a recent report of financial standing of the S.D. for the year ending December 31, 1935, I find they have \$757.40 in the Bank and \$127.25 in the hands of the Treasurer, making a total of \$885.15. This does not include any taxes paid up until Dec. 31, 1935.

My salary at present is \$650 per annum and with the finances of the District in such a condition without any taxes to date, I feel they are in a favorable position to raise my present salary.

Being as the minimum is \$840 per annum, I see no reason why the salary should not be raised to at least a proper level.

Trusting you can be of assistance and hoping this will be no great inconvenience, I remain, etc.

All we can advise is: "It's just too bad. Nothing can be done until after your year ends in June, 1935. The door was locked, barred and bolted for a year at least when the contract was signed and the Departmental sanction given."

M. BYRON McNALLY

The A.T.A. wishes to extend its sympathy to our Deputy Minister, Mr. G. Fred McNally, on account of bereavement recently suffered by the death of his father M. Byron McNally, who passed away at Edmonton on Tuesday morning, January 28th, at the age of 81 years.

The late Mr. McNally is survived by his widow, a daughter, and his son, G. Fred. He was a New Brunswicker, lived in his native province until seven years ago when he came to Edmonton.

While he was a farmer, operating a short distance from Fredericton, N.B., he gave much time to public services as school trustee and municipal councillor. In later years he took up business in the city of Fredericton.

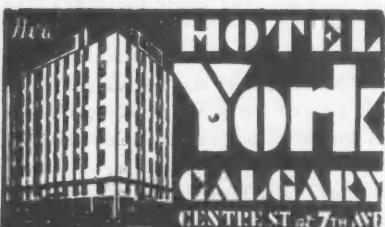
YORK COFFEE SHOPPE

Operated in conjunction with hotels mentioned below

PRICES MODERATE

Banquet Room for all occasions

M4748



LOW
Rates
from
\$1.50

HOTEL St. REGIS
P & P. Weekly and Monthly rates.

Teachers of Alberta in the rural areas hope very sincerely that henceforth there will be a much closer correlation between the actual financial circumstances of a school district —its actual ability to pay—and what is paid to the teacher. They hope that the Statutory Minimum requirement of *The School Act* shall not continue to be applied in a manner like to Mr. Dooley's ideas on the application of the Constitution of the U.S.A.:

"The Constitution of the United States is applicable only in such cases as it is applied on account of its applicability."



DONALD CAMERON
U.F.A. Member of the Legislature
for Innisfail, from 1921 to 1935,
who died in Calgary recently.

Mr. Cameron will always be gratefully remembered by the A.T.A. for his steady championship of the cause of Alberta teachers, both in the Legislature and outside. He was a member of the Legislature from the inception of the U.F.A. Government in 1921 until 1935, but did not run again for election in 1935. While there he was admired and respected on account of his rugged, direct approach to every subject, his genuine, deep sincerity. Without exception Mr. Cameron during his period of office, never missed an opportunity of supporting strongly the policies of the A.T.A. and, during the last session of the Legislature, fought unequivocally for 100% membership of the Teachers' Organization, the *Teaching Profession Bill*, and against the crippling of the Board of Reference. He never missed an opportunity of attending teachers' conventions and impressing upon his hearers the absolute necessity of being loyal to themselves and to their Organization. For many years he served as school trustee of his home district and, largely as a result of his experience there, came to the conclusion that the present system of administration of rural schools was inefficient even with the best type of trustees. Consequently he gave vigorous support to and advocacy of the larger unit.

Our Profession

By G. A. MCKEE, B.A., O.B.E., Superintendent of Schools, Edmonton

(The substance of an address delivered at a reception for teachers honored by the King on the occasion of Silver Jubilee)

I FEEL that the honor which I have been so fortunate as to receive at the hands of my King has been bestowed upon me not so much because of any merit of my own but for two other reasons. Those of you who have listened to the broadcasts which King George made will have noticed that in every one there is evidenced an especial interest in the children of the Empire and the services maintained for their welfare. And of these services there is none greater than that of education, and in the task of education there is no greater factor than the teacher. I take it that in the honor which I have received His Majesty is expressing his regard for the great body of faithful men and women who are spending their lives in the educational direction of the youth of the Empire. So I share with you tonight the honor which I have received.

We are members of a great profession—in a democracy possibly the greatest profession—and I have never had any regrets that my life work has been associated with it. Teaching may have its shortcoming, but it also has its compensations.

During the past ten years our profession has become more profession-conscious than at any time in the past. It is not so many years ago that the only teachers' organizations in existence were the convention organizations, local and provincial. Their main objective was to provide an opportunity for exchanging ideas on classroom methods and organization procedures. But in more or less recent years, there have developed alliances and federations, which have brought together not only the teachers of the locality and the provinces but also of the dominion. The objective of these alliances and federations is to guard and enhance the interests of the profession as such. On top of these we already have in existence, too, "A World Federation of Education Associations" which represents the international viewpoint in education. Under wise leadership there are great possibilities in these organizations, and I trust that their functioning, even down to that of the tiniest local, will always be on a level becoming the dignity of the calling.

Teacher organizations will possibly always have obstacles to contend with that other professional organizations do not have to face. The personnel of the teaching body, particularly in the elementary school area, fluctuates so considerably that it is difficult to bring about a desirable stability. This is not so much the case in the high school area where the majority of those engaged are in the teaching profession as a life career. A shifting personnel is not conducive to stability in organization. Another obstacle is the fact that we are not masters in our own house—*neque magistri*. A doctor, a lawyer, a dentist, is his own master. The members of these professions may organize as they wish and exercise a control over admission to the

profession. Members of the teaching profession may organize as they wish, but as yet they have no share in the control over admission to the profession. The doctor, the lawyer, the dentist, when admitted to the profession, are at liberty to hang out their shingles where they wish. The teacher, when admitted to the profession, is beholden to others for the scene of his labors. The doctors, the lawyers, the dentists, being their own masters, may make their schedules of pay for services rendered; the teachers have their rates of pay for services rendered set for them. The doctor, the dentist, the lawyer may continue to practice his profession irrespective of any age limit; the teacher, when he has grown old, is unwanted and "not being his own master," he cannot continue in his own profession. We

seem to occupy a "no man's land" between the so-called professions and the non-professional groups. We have some of the characteristics of the one, and some of the characteristics of the other. We are *neque magistri, neque servi*. Those who have been in the profession for any length of time are cognizant that gains are being made and that these gains are being consolidated.

The state has always been jealous of its control over admission to the teaching profession, claiming an especial constitutional responsibility in respect to education. It is admitted that the state has considerable at stake in the matter of admission to the teaching profession. It also has considerable at stake in the matter of admission to the medical profession, the legal profession, the dental profession, the accountancy profession, etc. But while these latter professions have a share in the responsibility of admitting to their professions, the mem-

bers of the teaching profession have no such privilege. The day must come when admission to the teaching profession will be the work of a co-operative body representing the members of the profession, the university, and the state, and then the teaching profession through its alliances and confederations will exercise a greater controlling influence in determining educational policy, in establishing ethical standards of conduct within the profession, and in protecting the living conditions of its personnel.

There should be greater care exercised than there is in the admission of individuals to the teaching profession. When the State certifies a teacher, a Board of Education should be warranted in assuming that that teacher is a good teacher. But, alas, such is not necessarily the case with the result that boards and teachers have oftentimes found themselves in very embarrassing positions. You cannot make teachers by putting all and sundry through the processes of a normal school course. The main consideration in a teacher's qualification is that teacher's personality. I am not saying that it is the only qualification: I am saying that it is the main qualification. There should be ways and



G. A. MCKEE, B.A., O.B.E.

means of passing upon this qualification before admission to a normal school, or at any rate, before certification is granted. There are persons whom no amount of normal school training and no amount of refresher work can turn into good teachers. Such persons may go through the motions of teaching but they are not teachers. They lack a personality which attracts, inspires, and wins the confidence of the child. There should also be a higher standard of scholarship required. Neither sufficient breadth nor accuracy of scholarship has been acquired at the end of Grade XI. Without breadth of scholarship a teacher cannot see in its proper perspective what he is aiming at teaching and, if the teacher's scholarship is inaccurate, you cannot expect the pupil to be accurate. As a general rule, too, the prospective teacher is too immature at the end of Grade XI to have sufficient experience of the road of life along which he is supposed to be leading the child.

We also want a different spirit to permeate our teacher-training institutions. We are not so anxious that teachers-in-training should spend their time in mastering rather cut and dried forms of lesson presentation or compiling notes on this, that, and the other subject included in the course of study. We are anxious rather that they should develop initiative; that they should learn how to interpret the child; that they should acquire a skilful technique of class management; and that they should absorb a spirit of progressiveness that will stay with them all through their teaching years. Given a desirable personality, breadth and accuracy of scholarship, a reasonable maturity and the impelling force of a normal school training pursued in the spirit just mentioned, the teaching profession should be composed of a personnel worthy of its high calling.

And when on the job, I am not without some knowledge of the satisfactions, the difficulties, and the irritations which accompany the daily performance of the teacher's task. There may be a satisfaction in selling a pound of tea or the thousand and one other things which pass over the counter; there may be a satisfaction in the successful completion of various and sundry transactions in business and commerce, but I know from experience that there is no satisfaction comparable with the satisfaction derived from sharing in the laying of spiritual foundations in the individual, which have a dominating influence in determining the direction of that individual's life. In the end this will be the teacher's biggest satisfaction. It transcends all money values. But, of course, the teacher does not live by such satisfactions alone. Nor does such satisfaction exempt the teacher from difficulties and irritations in the daily round of teaching. I know the exasperations which crop up in the classroom, I know that you need the patience of Job and then some. I know the perplexing situations which sometimes develop and call for the maximum gift of tact. I think your real difficulties are mainly relative to the types of homes from which the children come. I would like to mention some of them. Perhaps you will recognize them. There is the type of home where the child is over-indulged and spoilt. That type of child is difficult to deal with in the public school system where there can be no favors and where the rights of all must be recognized and respected. The parent of such a child becomes very difficult at times. Then there is the home where the parent is over-strict and the child is intimidated. It is hard to free this child of fear. Then there is the home where there are no ideals. The level of life is very low and there is nothing in the home environment to stimulate and inspire the child and support the school in its efforts. Then there is the home which assumes the proper roll. It is the focal point in the child's training. It gathers up the threads of influence

of the various factors engaged in the child's education and endeavors to weave them into the make-up of the child's general development. The school never has difficulty with this type of home. Then there is the broken home—parents divorced—parents estranged—parents incompatible—parents divided on ideas of child control—father or mother with a prison record, etc. The children from such homes are an object of sympathy. Then there is the home where the parents always take the side of the child against the teacher. The results are disastrous to the child. Then there is the non-Anglo-Saxon home where the teaching of the day may be undone in the course of the evening. Then there is the home where the parent protests that he always supports the teacher while at the same time he is always doing the reverse. The situations resulting from the various types of home represented in the classroom are difficult and require a vast amount of wisdom and tact in their treatment.

Another outstanding danger to which our profession is exposed is the irresponsible or disgruntled or know-it-all or axe-to-grind critic. I have seen teachers black marked by these whispering vindictive campaigns so that they have been forced out of their profession and their means of livelihood taken from them. The teaching profession more than any other kind of profession is extremely exposed to this kind of vindictive personal attack. Inasmuch as the teacher's whole life career is at stake, people should be absolutely sure of their ground before starting such an attack. The situation is fraught with too serious consequences to the teacher.

Another peculiarity with which our profession has to contend, and a most irritating one at that, is the generally prevailing notion that everyone knows all about education and is competent to give advice on all educational problems. The general public doesn't question its medical expert and his methods, nor tell the dentist how he is to do his job, nor instruct the lawyer as to how he is to interpret the law, or practice his profession in court. The general public recognizes that after a period of arduous training and experience the members of these professions have come into possession of a body of expert knowledge along their special lines which must be respected. But not so in the case of the educationist. Anyone is qualified to tell the teacher the best way to teach and the best way to discipline. Any-one is qualified to tell the administrative office the best way to organize and administer the schools. The body of expert knowledge which the educationist has built up after arduous training and experience is not as yet looked upon by the general public as being in the same category as the body of expert knowledge built up by the other professions and as entitled to the same respect. The technique of modern school administration both from the point of view of organization procedures and classroom methods has become exceedingly complex and intricate, and only those who have taken an arduous course of training and have come into possession of a body of expert knowledge along these lines are competent to deal intelligently with the situation. Such educational leadership will gladly give every consideration to worthwhile and disinterested suggestions which may come from the lay mind.

I see signs of great changes impending in the character of educational service. A new philosophy is developing and gradually clarifying itself. A series of broadcasts by distinguished and authoritative persons was recently given by the British Broadcasting Corporation in England. The series centred around the word "freedom." Freedom is a very vital word under existing conditions and trends. I am not going to attempt to give a definition of it. Lord Percy, an outstanding leader in educational affairs in Great Britain,

dealt with the topic of "Education, and Freedom." I would like to quote a paragraph from Lord Percy's address. He says,—“Educationists have got things upside down. In dealing with young children in the infant and primary school classes, we are all for free development. And then, as a child gets older, we squeeze him more and more strictly into the mould of secondary school entrance examinations and school certificate examinations till all his freedom oozes out of him. We start him with as few books as possible, teaching him arithmetic with beads and so on; and then we pin his mind within the four corners of history text books or English literature text books or chemistry text books. This is to free education at the wrong end. Education ought to get freer, as the child grows older. At the beginning of all knowledge, one has to go through the dull business of learning how to use one's tools. Tools must be standardized. There is no point in leaving a child free, as it were, to make his saw and his plane for himself, only to find when he comes to the carpentry bench that his tools won't cut. But when he has been given the tools and has learnt how to use them, then should come encouragement to use them more and more freely—to read what interests him, not to read up what some examiner is likely to ask him.”

That is a real philosophy of education. When you measure our schools by the implications of this statement, you will find that Lord Percy's statement is true. We hear a lot these days about “self expression,” “creative activity,” etc., etc., in the lower grades, where the children are engaged in mastering the tools and do not possess in any great measure the prerequisites for the proper use of freedom. And when we get these same pupils into the secondary school area, we straight-jacket them in hard and fast courses. We are freeing education at the wrong end.

The function of education is to teach men to be free—free within the limitations imposed by all sorts of restrictions, social, external, and personal. An absolutely free person would appear to be a person who can do what he likes, when he likes and where he likes, or can do nothing at all if he prefers. But there is no such person and there never can be. There isn't any such thing as absolute personal freedom, absolute social freedom, absolute economic freedom. Man's absolute freedom is curtailed on all sides by all sorts of restrictions. But even within the limitations imposed by these restrictions, man enjoys the privilege and faces the responsibility of a great measure of freedom, and it is his use of this measure of freedom which determines his worthwhileness.

The situation today would seem to indicate that we have fallen down on the job of using properly the measure of freedom to which we have been accustomed. It seems as though we have run wild even within the limits of the

freedom which we enjoy and have gotten ourselves into a sad mess. Regulations and restrictions, further limitations upon our freedom, have become the order of the day. We are being adjudged unworthy of even the measure of freedom we enjoy. Some people as a means of remedying the situation have placed themselves under dictatorships—a class dictatorship or a personal dictatorship. Some have elevated the authority of the state to such a point that the rights of the individual citizens as individuals have almost disappeared. Some are attempting to work out their salvation through the creaking, lumbering mechanism of democratic institutions. The struggle in such states is between those who wish to build upon the experience of the past and to make such improvements and alterations as conditions seem to require and those who wish a new form of social and economic organization—a more catastrophic change. An enlightened despotism may be an effective and speedy method of re-establishing equilibrium, but it is achieved at great risk and cost. Democratic institutions may muddle along, creaking, groaning, and testing our patience, but they eventually arrive without having to any great extent sacrificed the popular good will. The trouble with our democratic institutions is not so much in the mechanisms as it is in ourselves. We haven't learned how to use properly the measure of freedom which we enjoy, how to inform ourselves properly, how to think straight, how to make sane judgments, how to free ourselves from the thrall of the professional politician, the demagogue and the vices of extreme and unadulterated partisanship. It is the business of education to develop in the individual the highest sense of civic responsibility, but in its efforts it is contending with tremendous and almost insuperable odds. At bottom the problem is a moral problem.

There is no royal road to success in the teaching profession. It requires hard work and persistent effort. There is a suggestion I would leave with you: Compel admiration, respect, and confidence by the quality, the faithfulness, and the sincerity of your work. Be idealistic, but not visionary. Keep your feet on the ground and do not be carried away with every fad or passing hobby, remembering that,—

“The common problem, yours, mine, everyone's,
Is—not to fancy what were fair in life,
Provided it could be—but finding first
What may be, then find how to make it fair
Up to our means; a very different thing!
No abstract intellectual plan of life,
Quite irrespective of life's plainest laws,
But one, a man who is a man and nothing more,
May lead within a world which (by your leave)
Is Rome, or London, (or Edmonton), not Fool's Paradise.”

Before you buy a car be sure
to try a
DODGE
priced from **\$980** up
BURROWS MOTORS

10126 - 106th Street

EDMONTON

Children don't have to be taught
that
 **ECD** **Ice**
Cream
IS GOOD
THEY KNOW IT!

MANUAL ARTS

General Shop - Wood - Motor - Metal - Electricity - Drafting - Domestic Science

By JOHN LIEBE, Ph.D., Instructor in Manual Training at Turner Valley High School

I NOTICE with satisfaction that my article in the December issue on "Drafting Courses in Manual Training," has not gone to the waste-paper basket without comment. I take the answer in this magazine and other references expressed by letter as a good sign that the teachers begin to express their opinions about the new activities in the field of Manual Arts. Discussions like the one started in Mr. Tingley's and Mr. Kidd's article on "Industrial Arts in Our High Schools," which appeared in the January issue of this magazine, are a very valuable aid in teacher training. I hope with the editor of *The A.T.A. Magazine* that the interest will continue and bring enough contributions for a regular department on Manual Arts in this paper. The artistic heading for these columns is to remind you, dear reader, that this is your forum where you may offer your contribution to the cause of Manual Arts. The Manual Arts teachers are a small group with a big task ahead of them; their leanings and tastes, their inner resources and creative abilities may vary greatly, but one great aim guides their efforts. When I first saw the original of Miss Vauthrin's sketch which has been reduced for the heading on this page, I felt that the boys' sparkling eyes give us a glimpse of our common aim. Miss Vauthrin, who is one of the pioneers of Manual Training in rural schools, who has started the work without supplies from her district, without the inducement of a grant or a salary, and at times even without the kind appreciation of her board, tells us through the lines of her pencil rather than by intellectual definitions, which so often divide men, that our aim is realized if our students' eyes brim over with joy and interest.

With this picture still in mind I must say that Mr. Tingley's ideas of our aims do not differ from my own as much as it might appear from his article. We were both asked—among others—to submit suggestions for the revision of the Manual Arts courses; and I was pleased to find afterwards that we practically agree in our statements of the aims. I am quoting from our written suggestions when I say: He wants to "satisfy the desire which every boy possesses to express himself through the medium of tools and materials," while I want "to awaken the creative instinct of the student and apply it to wood (metal) as a material for production." Although we differ in the emphasis of skill, none of us can deny that the development of manual skill is the very element of artistic handwork, and that it plays about the same part as the acquisition of good English in most academic work: these are only means to an end, but have inexhaustive possibilities.

In a survey of the past we may well contrast the philosophies underlying the old school of Manual Training and the new movement of Industrial Arts. Judging from the circumstances, however, under which manual work became more prominent in the school policy of Alberta, I am inclined to see the driving force in the economic conditions which pressed many young unemployed into our high schools. It remains to be seen what philosophy that will produce. Being in the first stages of organization we use many names for the new activity. I feel reluctant to discard a name which

brings out so well that in the shop we express ourselves through our hands rather than through the intellect. People call me their Man-ual Training teacher; and when I behold my students' work I hesitate to call myself by the pretentious name "Manual Arts Instructor." However, don't let us take names too seriously. When I went to high school we were taught "Drawing" by a man who had some reputation as an artist. Later on I taught "Art I" and "Art II", though I am pretty poor in drawing. I tell my history student: "Learn your History"; perhaps I should say: "Pursue your Social Studies." Among the new names that will grace our new curriculum I can't find one that is more modest and appropriate than "General Shop." It leaves no doubt that we do not pretend to teach trades, and yet draws the line between the experimental laboratory and the shop which is devoted to production of some kind.

Teachers who are eager to apply the General Shop method so that as many kinds of materials as possible are used, think probably of city conditions. It is natural that a city teacher who has the facilities of a fine Technical High School, with a variety of "unit shops," feels confident that the General Shop method will work well; for he can ask and watch the man who is familiar with one material or another. His fellow-teacher hundreds of miles out in the country may not be able to apply this method so well. As an advocate of flexible curriculum I suggest that a variety of methods should be tolerated within the framework of the course. When I see great possibilities in group work, in the production of simple shop-equipment, and in the encouragement of an Alberta home industry, I do not in the least propose that my views or any teacher's views should be adopted as a policy. It would be absurd to embark on "a scheme which would involve shops in the mass production of equipment"; all I ask is that an attempt to demonstrate the principles of mass production by group projects be tolerated. On the other hand, even the most flexible course must have a core; it would be defeating our purpose if we would "leave the organization of the courses to the individual teachers," as I have been understood to suggest. It is all a matter of degree. I think Mr. McNally struck just about the right medium at a meeting of the committee for the revision of the Manual Arts courses, when he stated that at least fifty per cent of the courses should consist in options that would suit the local conditions in various parts of the province.

The teachers who are in daily contact with the students and the communities, are in a position to assist in the shaping of shop courses, if a reasonable, intelligent, and frank expression of teacher opinion is cultivated. At present little is known about the actual possibilities of General Shop courses outside of the cities. While the administrator may be best qualified to correlate the content of shop courses with the whole course of studies, nobody but the teacher can correlate it with the life of the various communities. A rigid intellectual course can live a life apart from the public, even in defiance of the public; not so a shop course, with its concrete expression in the form of handwork that goes to the homes. Fitting shop courses to the local conditions is the teacher's task; and a flexible curriculum will

give him the chance to do it. It will be the work of years. The Manual Arts teachers should provide themselves with proper facilities by which they can exchange their experiences in the local shops. Instead of following a beaten track and turning to some manual, we should each contribute our share in vitalizing the General Shop activities as a whole. With a little tact and courtesy, and with some editing, these columns could become the Manual Arts Teachers' Forum.

Of Interest to Teachers

by Clericus

Do you ever get "fed-up" with your job as school teacher? Does it ever appear to you that you are trying to do the impossible? Try as you will the clock beats you every time. Whatever enthusiasm you generate during the comparative rest over the week-end, the stern realities of the class-room force upon you the impossibility of reaching your objectives. To our rural friends in particular we would address these questions. Well, you may be too ambitious, but it isn't a bad idea to aim high. Suppose we look at it this way—Take the teaching of reading, for example. Maybe we can't see the wood for the trees. The big point isn't that little Johnnie or Mary has difficulty in recognizing the words which we have taught them at such an expenditure of patience and energy. The thing to keep in mind is that we are opening up to them a whole world of ideas. The printed page! The world of books! The art of communication from afar! Companionship, with the brightest minds of all ages! Suppose for a moment dear teacher, that you forgot how to read. What a gap in your life! Dependence on your fellows for the news of the day. No power to follow simple direction in print. No ability to get directly the latest thought on a multitude of problems. Oh heck, who besides us teachers has such a mighty task to perform? What do you say?—"Get out of my way?" That's the spirit. "Up, guards, an' at 'em!"

* * * *

What a wonderful place is the little red school-house! No wonder there is a lot of sentiment attached to it. Here the youth of our land gets his first contacts with literature, art, music and the drama. How do you know when you dramatize "The Little Red Hen" that you are not awakening a love of acting and of drama generally that may be the means of getting Johnnie or Mary to go places in the world of the theatre? Can you be certain when you teach your children a few musical gems in the class-room, that this isn't the beginning of a musical appreciation that will enable them to tell the gold from the dross musically? Don't be too impatient. Results are not seen in a day, and above all, don't be sorry for yourself. Yours is the glorious opportunity.

* * * *

We don't know just why we started off in this vein this month. The fact is that we have been thinking a lot about professional status for teachers lately. Are teachers really professionally-minded? True they voted overwhelmingly to ask for statutory professional status, but personally we feel that real professional-mindedness can come only from believing in ourselves and from an appreciation of the tremendous importance of our task. Truly, teaching is a man-sized job. A true realization of the unparalleled opportunities which we have of bringing out the best that is in the youngsters under our charge should bring to us a

sense of personal dignity and worth which will stand us in good stead in time of vexation and trouble.

* * * *

Here is a little problem sprung on us by a good friend recently: A gentleman who lived in the suburbs of a city went up to the city every day on business. He was driven to the local station by his chauffeur daily and was also called for at the local station daily at four p.m. and driven home. One day he arrived at his local station at three p.m. without informing his chauffeur of the change in time of his arrival. The gentleman started out to walk in the direction of his home, knowing that on his way he would meet his chauffeur who had set out from home at the usual time. Sure enough, after walking a certain distance he saw his car coming towards him. The chauffeur picked up his master and drove him home, where he arrived 15 minutes ahead of the usual time of his arrival. And now the question is, (no, not what was the chauffeur's name?) "How long had the gentleman been walking before he was picked up by his chauffeur?" (The answer is in minutes.)

* * * *

We have just read in our local press that the school trustees in convention at Calgary, have voted down a resolution favoring the formation of the larger school divisions. Believing as we do that the present small units of administration and taxation are a stumbling-block to a real advance in education, we cannot help feeling that the trustees are short-sighted in their action. To us the larger unit is a prerequisite to any real educational advance. It speaks well for the present Minister of Education that he commanded a fair hearing, and we are glad that the disgraceful proceedings at Lethbridge some years ago were not repeated at Calgary this year. We hope that the Legislature in its coming session will see fit to introduce its Bill to make the larger unit possible. Lack of agreement as to detail need not prove an insurmountable obstacle. Compromise, like faith, will remove mountains and should be applied in dealing with such debatable questions as to who should appoint the divisional supervisors, what should be done with bonded indebtedness, and matters of this sort.

* * * *

A communication has been received from the New History Society, over the signature of Mirza Ahmad Sohrab, Director, with offices at 132 E. 65th St., New York, N.Y., calling attention to the final conditions of its Fifth International Competition offered to the youth of Africa, Alaska, Australia, Canada, Newfoundland, New Zealand, on the subject, "How Can Youth develop Co-operative and Harmonious Relations Among the Races of the Earth?" A leaflet enclosed with the letter contains the necessary information for taking part in the competition — time, eligibility, manuscripts, languages, questionnaire, prizes. The following is the preamble:

"Conscious of the vast responsibilities that await the younger generation; recognizing the unlimited possibilities of this day and age, and convinced of the fact that the hour has struck for the emergence of the principle of World Citizenship—The New History Society which already has sounded the opinion of the youth of the United States, Europe, Latin America and Asia on subjects respectively: "WORLD PEACE," "THE UNITED STATES OF THE WORLD," "THE RECONSTRUCTION OF THE HUMAN COMMONWEALTH," and "UNIVERSAL RELIGION," seeks at this time, a scientific and ethical plan for the solution of the race problem—a plan having the potentiality of engendering a new educational system, of inculcating inter-racial consideration and amity, and of teaching the inhabitants of the earth the art of getting along together usefully and happily."

The World Outside

MISS M. B. MOORE, M.A.

MISS R. J. COUTTS

Canada**Minerals in Arctic and Subarctic**

The survey in the Arctic and Subarctic areas has been completed for 1935. Dr. F. J. Alcock of the Federal Department of Mines at Ottawa, a graduate of Toronto and Yale, led a party of 32 students during the summer. His report is most promising as to deposits of gold, pitchblende, and silver, and he minimizes the difficulties of transportation, and is most optimistic as regards commercial returns. The great necessity is new maps of the area.

Dr. D. F. Kidd, a former Federal geologist and geographer, who made the first map of the Great Bear Lake mineral area and spent the past summer in the Great Slave region is more reticent.

There are six major fields: Cameron Bay on the shore of Great Bear Lake 1,000 miles north of Edmonton; Hottah Lake 875 miles away; Yellowknife 690 miles northeast; Outpost Island on Great Slave Lake 640 miles north; Fond du Lac 590 miles north; and Goldfields on Lake Athabasca 500 miles from Edmonton. The distances are comparatively short owing to air plane service. Edmonton is the city most sensitive to this mining boom and reports that during 1935 \$2,250,000 was spent for goods and services for this mining area. The sensational find of the year 1935 was made by Caldwell and Duffy along the eastern shore of Athabasca, and these men are reported to have sold half of their holdings for \$100,000.

* * * *

Silk Industry in Alberta

Beaver Lodge in Peace River country has been for the last five years the centre of an interesting experiment conducted by Baron von Kruegner, and also by the Dominion Government. It has been discovered that the silk worm produces a silk of superior quality if fed on a plant of the salsify family common to Canada. The silk worm develops in 32 days and is best in a dry climate. The Baron is ambitious to establish farms for the silk industry and has submitted his plans to the Experimental Farm at Beaver Lodge, claiming the raising of silk worms is as easy as bee-raising. Arrangements have been made for the importation of silk worms from Leipzig next spring. The milling industry uses large quantities of silk, much of which at present is imported from the Orient.

* * * *

Ottawa's Treaty With Tokio

Canada imposed the dump duty based on depreciation of the yen in Canadian currency in 1934, and Japan retaliated July 20, 1935, levying a 50% *ad valorem* surtax in addition to the ordinary duties on wheat, flour, lumber, pulp, wrapping paper, and certain other Canadian products. On Aug. 5, Canada challenged this by a surtax of 33½% *ad valorem* in addition to its other duties on Japanese goods imported into Canada.

The effect was disastrous to Canada. Canada formerly sold to Japan goods to the value of \$14,000,000, whereas she bought only about \$4,000,000 worth, and this state of affairs in 1935, although bringing advantage to a few lesser industries, bore heavily on greater ones, particularly the lumber and paper industries in British Columbia. Japan accused Canada of taking unfair advantage of her currency

depreciation and of not according her most-favored nation treatment, and requested adjustments. These have in a great measure been granted, and a revival in trade with the Orient is anticipated along our Western coast.

United States**Neutrality of United States**

The old Neutrality Act expiring March 28, 1936, of the United States, allowed a distinction to be made between aggressor and victim, sought to limit exportations to those of normal times, and stated that any one who sold to warring nations did so at their own risk.

The new Neutrality Bill proposed by the administration tends to complete isolation prohibiting, in case of war, all export of arms, ammunition and implements of war, export of articles and materials for war purposes, and no one is quite certain if distinction may be made between aggressor and victim or if, on the contrary, both belligerents are in one class. The Act is to be put into force at the discretion of the President, and penalties in case of offense run up to a fine of \$10,000 or five years' imprisonment. European countries and the League look askance for many pertinent questions may be raised:

What would be the President's attitude toward the collectivism of the League which may be forced into war against Italy?

What would the position of France who buys a large part of her oil supply from United States, be in case of a German invasion? etc.

* * * *

Spun Glass Wool

The Glass Works of Corning, New York, are starting a factory for the manufacture of "spun glass" wool, a new textile, which in time may become as important commercially as cotton, wool, silk, or rayon. Its first development was in Germany, but its many possibilities were realized in United States where it was originally used in the insulation of battleships. The thread of this spun glass wool is very fine, nearly ninety fibres being necessary for the equivalent of Number 60 thread. Notwithstanding, it is very strong, enduring a pressure of 1,000,000 pounds to the square inch. Visions of fire-proof curtains, fire-proof upholstery, fire-proof garments, and all manner of fire-proof textiles arise.

* * * *

The decision of the Supreme Court of United States, that

Responsibility — Integrity Efficiency

The Three Essential Virtues for Which the Empire Has Always Been Known.

Whether it be any article of apparel or home furnishings, fashioned of fabric, feather or fur, The Empire will clean it with a skill only made possible by modern equipment, competent workers, and the highest ideals of service.

M. 7926

Empire Cleaning and Dyeing COMPANY LIMITED

"RELIABLE—THAT'S ALL"

Plant: 902 Fourth Ave. West
Branches: 234 Twelfth Ave. West; 613 Centre St.
CALGARY :: ALBERTA

the A.A.A. (Agricultural Adjustment Act) is invalid may have some influence upon the Canadian Supreme Court when they are called upon to adjudicate upon the Social Legislation of the former Bennett regime.

* * * *

Dr. Alexis Carrel of the Rockefeller Foundation and winner of the Nobel Prize, 1912, declares that a human being may exist in a state of suspended animation, in fact that death may be postponed for an indefinite time, even a century or two. His startling lecture to the New York Academy of Medicine on the "Mystery of Death" is consistent with his former speculations and his appellation of "Medical Columbus."

* * * *

The Philippines

The Philippines in accordance with the reiterated promise of succeeding Presidents, have received in the year 1935 independence in local matters and a promise of revision at the end of ten years which looks forward to complete autonomy in foreign affairs as well.

Meanwhile the Act granting this independence has brought to the United States many problems, those of free trade between the islands and United States, the fear of Japanese aggression, if the Filipinos are not content, and the difficulties that the control of the foreign policy are bound to bring. Of recent interest in regard to the latter is the prohibition of the shipment of chromite to Italy, in accordance with the Neutrality Act of the United States. This Act did not allow exportation in quantity beyond export in normal times. As the Philippines had not exported any chromite before to Italy, this sale was forbidden by the Foreign Office of the United States.

The relation of the Philippines in regard to Far Eastern politics introduces Japan with her population pressure and need of raw materials: United States must assume responsibility for all these problems, must assume in short the burden that Dominion brings. This entails bringing satisfaction to the natives of the islands, allaying the anxiety of Japan and appeasing the discontent of her own agriculturists who face a keen competition in many products. If she does not do this, the alternatives are political collapse of the new government through economic chaos, intervention of Japan who has a valid excuse for aggression, and the serious involvement of the United States.

* * * *

France

Hoare-Laval Proposals

The break-up of the League or European war, were the alternatives driving the two statesmen Sir Samuel Hoare and Laval to their peace proposal, so they said. In defending the project before Parliament, Sir Samuel Hoare said there

were two kinds of treaties possible in bringing about peace—a negotiated peace and a forced peace. In the former, the aggressor would try to avoid the full consequence of his act of aggression, in the latter the aggressor or his adversary would be forced to his knees, and the aftermath of discontent would inevitably follow, making it no peace at all. However, the plan roused such opposition in both France and England that both governments barely escaped defeat and Sir Samuel Hoare was sacrificed, with Sir Anthony Eden becoming British Foreign Secretary.

This appointment is not viewed with favor in Italy where Sir Anthony is labelled "Public Enemy No. 1." His appointment means to the Italian that Britain stands behind the League, collectivism and the policy of sanctions. Sir Anthony Eden holds a trump card, for he has promises from Yugoslavia, Czechoslovakia, Rumania, Turkey and Greece, that they will stand by England in event of an Italian attack.

The whole situation marks a new and necessary progress in League philosophy. For now the League realizes that sanctions carried to a successful issue mean in the final analysis a threat of war, and that there must be back of the League an International Police Force, and the possibility that this will be discussed by the League in January is almost certain.

* * * *

Naval Parley

Great Britain, United States, Japan, France and Italy opened the Naval Conference Dec. 9. Japan's insistence on equality with United States, and the United States-British opposition and maintenance of the 5-5-3 ratio foredoomed the parley to failure. Japan refuses to consider abolition of submarines, and considers limitation of Pacific fortifications unfair. All this together with the determination not to discuss political implications upon which Japan's naval ambitions rest, made hopeless any happy solution. England's compromise proposal that naval programs be published ahead did not receive approval of Tokio and Japan has threatened to withdraw. Japan's mistake from the beginning was her assuming that the only powers that mattered were herself, Great Britain, and the United States. Thus, the strong opposition of Italy and France who did not relish being ignored became very outspoken. Italy was even more outspoken than France, although one might have expected a sympathetic attitude between Japan and Italy, seeing that they are two culprits arraigned before the bar of the League. With Japan out of the conference, the probabilities are that Russia and Germany may enter the conference, and that will mean to Japan a stiffened European front against her aggression in the Far East.

* * * *

Czecho-Slovakia

The problem of successor to Thomas Garrigue Masaryk as President of Czecho-Slovakia was not a difficult one. Masaryk himself nominated Dr. Edouard Benes, the first and only foreign minister of the Republic. The only active opposition came from the Agrarian interests, who claimed that Benes was too active politically and too pro-Soviet. However, when the vote was taken the elected President had 340 votes out of 442.

This quiet unassuming man fled from Austria-Hungary in 1915, lived in Paris by his writings, and in time familiarized allied statesmen and nations with the idea of the existence of his native state. During the Masaryk regime, he has been the President's right-hand man. His good-humor, his love of sport, his common sense, his breadth of view, his love of democracy and his advocacy of peace have endeared him to all right thinking people and won opposition

THE EASTER CONVENTION

Palliser Hotel, Calgary

• • •

EASTER WEEK, Monday to Thursday

April 13th to April 16th, 1936

• • •

Attractive Programme Is In Prospect

for him only from narrow nationalists at home and extreme reactionaries and radicals abroad.

He is a strong supporter of the League, and the adoption of the Locarno Treaties on the failure of the Geneva Protocol is largely due to him. He cultivates the friendship of France and Russia, and was instrumental in bringing about the Little Entente. At the time of his election to the Presidency of Czechoslovakia, he was the President of the League Assembly.

He has a brother in Milwaukee, a retired cabinet maker who remarked when the news came, "I knew Edouard would be President, one day."

THE WOMAN MOVEMENT

In Turkey

Rapid progress in the emancipation of women has been made in Turkey during the past 12 years. Turkish women have arrived, one would be inclined to conclude from the fact that when the last National Assembly opened at Angora, there were 17 women, all attached to the People's Republican Party, who took their seats as deputies in the National Council. Prior to this responsibility these women had served in the local Municipal Government as Councillors, where they are credited with having made their presence felt in important savings in the municipal expenditures. They propose now to turn their attention to child welfare and social questions. Several of the women now serving in a national capacity are teachers; some are medical doctors and one representative is a peasant woman.

In France

"The New Woman" is an organization combining all societies in France working for equal suffrage for women. By achieving unity of organization and concentration of purpose this society has become a force for propaganda and education.

Where resistance to Woman Suffrage has been strong, namely in the Senate, that opposition has now largely disappeared. It is ten years and more since the Chamber of Deputies voted favorably for the adoption of the Franchise for women, but this failed of ratification by the Senate, hence enactment was baulked.

The cause of Woman Suffrage has been given impetus by the support of the Congress of Mayors. The veterans' organizations too, almost all favor this electoral reform. The most cautious believe its arrival will not be delayed beyond 1936.

In Russia

Russia is the only country in which women are given all round equality with men in administrative positions, in the fields of industry, education, in the arts or the sciences. Every economic avenue is open to women from the humblest and hardest to the highest which incurs the gravest responsibility. No bars are raised because of sex.

The peasant woman in the new field of collective farming shows greater adaptability than the man—and greater initiative. Thousands of women are administrative heads on the Collective Farm. Thousands are leaders of brigades of workers in this new departure of organized agriculture.

W. J. STEEL :: Florist

Specialists in Fine Flowers and their Arrangement

Store: Elks Building, 116 - 7th Ave. West, Calgary

Store Phone M 2612

Night Phone E 5863

The peasant woman's body seems as strong as and her brain more active than that of the man.

Under Fascism

Under this form of government women seem to be losing all they have gained in the way of self-determination. They are ousted from gainful occupations and relegated to the home. Their sphere is fashioned for them by the male-breeders of children they are told they must be.

Correspondence

UNIVERSITY OF ALBERTA

Edmonton, Alberta,

Jan. 21st, 1936.

J. W. Barnett, Esq.,
Alberta Teachers' Association,
17 Imperial Bank Building,
Edmonton.

Dear Mr. Barnett:

I attach herewith copies of two papers set in October last in an entrance prize examination for all students who had entered at that time with Grade XII standing or who had previously entered with Grade XI standing and had taken first year at the University. The object was to test that residuum of knowledge and reflection and judgment which should remain when a proportion at least of the factual material has disappeared. It was not the type of examination for which any one could work. It was intended to test quality and skill and judgment and reflection as much at least as, if not more than, knowledge alone.

On the whole it succeeded, although a very small number sat the examination. The plan is for next year to offer, at the instance of an anonymous donor, an entrance prize of \$200 on the same type of examination but with an additional paper of one and a half or two hours in which unseen passages in Latin, Greek, French and German are given, one of which the student is to select and to translate into English. If teachers throughout the province are aware of this kind of examination, they may encourage some students to keep the type of examination in mind in their work in Grade XII.

It is our hope that with the introduction of this type of question teachers will be able to express their own quality more freely and with less restriction than in the narrower purely factual type of examination that has been general. It would be an ideal situation if good teachers could teach in their own manner and be assured that the right type of examination would give due weight to their individuality.

Very truly yours,

ROBT. C. WALLACE,
President.

University of Alberta
English and History Scholarship Examination

Time: 3 hours.

Answer six questions, three from each part

PART I.

- What plays by Shakespeare have you read? Describe one of them. Do you really enjoy Shakespeare? If so, why? If not, why not?
- What novel published, let us say, in the 18th or 19th century, and accepted as a literary classic, have you read? Tell what you know about the author, and describe the novel.
- Have you read any novel published within recent years? Describe it. How does it seem to you to differ from the novel which you have described in the answer to the previous question?

4. Do you read poetry? Do you like poetry? Why, or why not? Describe several examples of the poetry which you have read and comment on them.

PART II.

5. What books have you read dealing with the histories of countries other than your own? What country interests you most? Describe some significant event in the history of that country.
6. "A great Canadian." Select any person in the history of Canada who deserves this title and give the reasons for your praise.
7. Explain the importance of the prairie provinces in the economic life of Canada.
8. What influence has the United States exercised on the development of Canada?
9. In what countries of contemporary Europe may the form of government be described as a dictatorship? Why do you think these countries turned to dictatorship? What advantages or disadvantages do you see in this form of government?
10. "There has never been a time when there has been so widespread and determined an attack on the institution of war . . . On the other hand, the great movement against war which grew up among the democracies during and after the World War has failed so far to realize its promise." Comment on these statements.

* * * *

University of Alberta

Mathematics and Science Scholarship Examination**Time: 3 hours.**

Answer three questions from Part I and three questions from Part II.

PART I.

1. The statement that y is a function of x may often be expressed numerically, algebraically, and geometrically. Illustrate this by choosing two functions of different types and representing them in all three ways.
2. What do you see to be the significance of the algebra you have studied thus far? Name four of the most important things you have learned from the study of algebra. When was algebra invented?
3. Illustrate the importance of differentiation and integration in the solution of practical problems.

— OR —

Illustrate the usefulness of rectangular coordinates in trigonometry and in geometry.

4. A long open trough of U-shaped cross-section is to be made of sheet metal. The trough has straight sides and semi-circular bottom. What should be the dimensions of the trough if the cross-sectional area is to be 1:5 sq. ft. and the amount of sheet-metal used in the construction is to be as small as possible?
5. You have had in trigonometry a means given whereby you can obtain the distance, across a river for example, which cannot be measured directly. Give a procedure which could be followed to get this information to a good approximation, given only paper and pencil, a graduated rule and a table that can be levelled.

PART II.

1. Many chemical reactions take place in aqueous solutions. On the basis of the existence of radicals, electrolytic ionization and equilibrium; discuss this type of reactions.
2. Discuss the implications in reference to the gaseous condition of matter as involved in Avogadro's Law, viz., that 22.4 liters of any gas under standard conditions of temperature and pressure weighs its molecular weight in grams.

3. What is an element, a chemical reaction, combustion, a solution, an acid?
4. What would you consider to be the aim of science in general and of physics in particular? Discuss the methods employed in attempting to achieve the end in view.
5. State and discuss Newton's laws of motion. Illustrate your discussion by selecting examples of the application of each law.

—OR—

Discuss any method of finding the mass of the earth.

6. Write notes on three of the following and give in each case a physical explanation as far as is possible:
- (a) the rainbow
 - (b) cosmic rays
 - (c) the X-ray and its uses
 - (d) northern lights
 - (e) radioactivity
7. Of what value to man is the photosynthetic process?
8. What do you understand by the balance of nature? Discuss from the viewpoint of the requirements of individual animals and of the competition of races in the animal world.

The Editor,

"The A.T.A. Magazine,"

Edmonton, Alta.

Dear Mr. Editor:

Your editorial in the January number dealing with the Berry Creek teachers' salaries was a "bull's-eye," especially the title: "Example is better than precept." The Inspector shows that he was more interested in making a good financial showing than paying his teachers what the district could afford to pay.

Last winter I heard trustees talking after returning from the trustees' convention at Edmonton. One trustee was sore because the Department would not let his Board pay less than the minimum, but let their own official write contracts for \$700—the Inspector, he informed them, said so at the trustees' convention.

Of course the teachers just outside Berry Creek get less. (I'm one of them.) If the school inspector sits on the lid, what else can be expected? Yes, sir: "Example is better than precept."

Here's to let you know that teachers don't forget that the "A.T.A. keeps its eyes and ears open as 'watch-dog' for them."

I know you sense the reason for my asking you to excuse my writing this letter over my signature.

Yours gratefully,

Hanna, Alta.

MINIMUM MINUS.

FOR THE STUDENT!

Winsor & Newton's Oil and Water Colours, Brushes, Canvas, etc.

• • •

THE HUGHES - OWENS CO., LIMITED

Montreal — Toronto — Winnipeg — Ottawa
(Art Metropole)

Artists' and Laboratory Apparatus, Drawing Supplies,
Etc.

Educational Research Department

Edited by H. E. Smith, Ph.D.

The Research Department will present each month reports of educational investigations carried out by Alberta teachers. Contributions are requested. Communications should be addressed to Dr. H. E. Smith, University of Alberta, Edmonton.

"BE QUIET"

Wilfred Wees, M.A., B.Ed.

There may be grown folk who think, as W. H. Davies does:

"A poor life, this, if full of care
We have no time to stand and stare;
No time to stand beneath the boughs
And stare as long as sheep or cows,"

but to a child a ruminating sheep or cow is a funny thing. Children want neither to stand nor stare; they are the Mad Patsies of life who want to "stretch out in the sun, and roll upon their backs for fun, and kick their legs and roar for joy"; for no earthly reason that a grown person can think of.

But grown-ups have an uncanny way of picking out the things that children like to do, and taking from them their play-ways, as the father buys the small son a construction set, and plays with it himself.

So father says in the evening when Jimmy is scrambling all over the place, "Jimmy, can't you sit still for a minute?"

"Yes, dad," Jimmy replies, though he knows, as his father does not, that he can't sit still for a minute; but he wants to please dad; so he says, "Yes, dad."

Jimmy sits still for ten second, and then jumps for a moth.

"Jimmy, didn't I tell you to sit still?"
"Yes, dad."
"Then sit."
"All right, dad."

In ten seconds Jimmy begins to wriggle, and in fifteen he is chasing the cat.

"James!" When father says "James", there is something up.

"Yes, dad."
"Go to bed!"
"Aw, dad."

"Go to bed!" And Jimmy slouches off to bed.

The most exhausting thing we can ask a child to do is to "Be still"; yet along with "Keep quiet" it is the most common command in the home and school.

Curtis found that children one to five years old cannot be still, on the average, longer than half a minute; children five to ten years old can manage it for a minute and a half.

Another psychologist, experimenting on a group of teachers-in-training, found that these practically adult students could maintain stillness for an average of two minutes and ten seconds; two minutes and ten seconds, even while they were concentrating on the attempt, was the length of time they could remain without movement. Yet many of these students would likely go out to their schools, fall into the rut of the school-ma'am, and cry with hourly regularity, "Be still".

The moral, if it is necessary to draw a moral, is obvious. The parent, and the teacher, instead of nagging at the youngster to be still, should rather aid him in being active. The child must move. If we keep him from moving we are putting him under a nervous strain, the effects of which cannot be estimated. It is the parent's and the teacher's business to put the child's activity to some purpose, to train the movements of the legs, the arms, the hands, so that the active, formative days of childhood shall not be wasted.

STUTTERING

Dr. H. E. Smith,
University of Alberta

One of the most serious handicaps which a child can have imposed upon him is that of speech disorder. The words "imposed upon" are used advisedly, because the great majority of speech difficulties are nothing more than bad habits in the use of language. These bad habits are produced usually by one or more of the following factors: imitation of a stutterer, fear or other emotional difficulties, nervous strain induced by unhappy home conditions or difficulties in school, and laxity of parents in demanding correct and careful articulation on the part of children.

Occasionally a case of stuttering may be due to a change from left-handedness to right-handedness in school work, and still more infrequently it may be due to actual physical defect in the speech mechanism. A medical examination will disclose whether or not the latter condition exists. As regards the former, if handedness is to be changed it should be done early in the child's life and without unpleasant emotional accompaniments. It is somewhat dangerous to change the handedness of a child if practice has already been allowed to establish preference.

Stuttering begins frequently at a time of lowered physical resistance following a long or severe illness, or again at a period of emotional stress as upon the beginning of school or upon first meeting the problems of adolescence. It occurs more commonly in children of a constitutionally nervous temperament who are easily upset by emotional conflicts and who are particularly sensitive to their own difficulties.

Difficult to Cure

In the beginning stages a cure can usually be effected by attention to the physical condition of the child, by sympathetic inquiry into the social and mental factors involved, and by a removal of some of the nervous strain under which the child is living.

Once stuttering has developed into a habit the affliction can be overcome only through consistent efforts made over a long period of time. The mode of treatment should be left in the hands of someone who is especially trained in dealing with behavior and speech problems. The usual treatment involves carefully graded exercises for the development of a quiet and serene attitude of mind, for the re-establishment of confidence in the ability to speak, for improvement in visualization of the thoughts to be spoken, and for the re-training in good speech habits. First words are repeated, then phrases, then sentences. Scenes are visualized with eyes closed and are then described. Reading and memory work are done in concert, and only gradually is the child asked to recite orally alone.

Very rarely do children "outgrow" speech defects. Stuttering seldom cures itself and indeed is very difficult to cure. The best remedy is prevention. Prevention is in the main possible through the observance of a few elementary principles. Teach the child good speech habits, and begin these at an early age. Do not talk "baby talk." Avoid emotional outbreaks in the home, and avoid making excessive and unreasonable demands upon the child either at home or in school. Above all retain the confidence of the child and share with him his emotional experiences.

Local News

VILNA

The Vilna A.T.A. Local of twenty-four members having been backward in its press reports, has been none the less active in its local activities. Under the energetic leadership of Mr. S. Hawreliuk something worth-while has been accomplished at each meeting. Last week the hosts were Messrs. Kiriak and Horne of Errol School, at which despite the inclement weather there was a good attendance.

The main topic of discussion was that of purchasing a motion picture machine and arranging a circuit for it. A circuit including Bellis, Irondale, Pine Knoll, Kildonan, Vilna, Errol and Two Lakes was tentatively arranged. It was felt by those present that future education would have to open up wider fields of experience and imagination than the individual teacher could supply, and that this was a forward step in this direction.

It was also decided to arrange an Education Week in all the districts represented at the Local, in an attempt to cultivate a little sympathy and understanding between schools and parents, as well as acquainting the parents with the objects of education. The latter point might even prove of interest to some teachers.

SCHOOL OF EDUCATION

On December 14, 1935, the Education class of the University of Alberta formed a Local Association of the A.T.A.

The following officers were elected: President, Mr. Isadore Goresky; Vice-President, Mr. Leonard Bercuson; Secretary-Treasurer, Miss Evelyn Barnett.

DUCHESS

A meeting of the Duchess A.T.A. Local was held at the Duchess rural high school dormitory on December 14th, eight teachers being present.

Miss Eggenberger, Miss J. Garrow and Mr. Flanagan were the speakers of the day. They each gave an interesting summary of their observations at the Fall Convention held in Medicine Hat. The meeting closed with a dainty lunch being served by Miss J. Garrow and Miss Eggenberger.

* * * *

The January meeting was held on the 18th, each teacher answering the roll call to: "Why I'm a Member of the A.T.A." This was followed by an interesting address given by Miss J. Garrow on the "Proposed New Course."

ST. MICHAEL - STAR

On Friday, October 18, an organization meeting of the teachers was held at the teacherage of Miss Olga Kryskow and Miss Sophie Koziak, both teachers of Svoboda School, a few miles north of Star.

The following officers were elected: President, Mr. S. Savitski; Vice-President, Mr. P. Kostyshyn; Secretary-Treasurer, Miss Olga Kryskow; Press Correspondent, Miss Gwen Polomark.

The new President gave a short talk on the advantages of having a Local. Then a discussion followed on the Present Day Rural Problems, led by Miss O. Kryskow and Miss G. Polomark. It was decided to have talks on Science and Mathematics at the next meeting.

After the business section and a game of bridge, a very delicious luncheon was served by the hostesses, Miss S. Koziak and Miss O. Kryskow.

The teachers were invited for the next meeting to Wos-

tok School, by Miss G. Polomark and Miss A. Koziak, but owing to inclement weather the meeting was postponed.

* * * *

The next meeting was held at the home of Mr. James Rudko, teacher of Proswita School. All the teachers showed keen interest in the discussions that took place and plans were made for a dance after the Christmas season. A splendid repast followed an enjoyable game of cards.

CALGARY

Superintendent F. G. Buchanan, addressing the Calgary Local at their annual banquet on January 17th, stressed the need for accurate English in speech as well as in writing, this attribute, along with manners, being the test of a gentleman.

Responsibility for the pupil's well-being rests first with the home, Rev. Alfred Bright stated, following the business session of the meeting. Mr. Bright claimed the community and the church have a further responsibility in stabilizing the child. The school should not be thought of as the only agency of education.

M. W. Brock, retiring President, was presented with a brief-case by F. Speakman, who mentioned Mr. Brock's work, stressing the work towards teachers' pensions.

In addition to the Superintendent, all the School Board members were present. This is the renewal of an old custom, and the Local is well pleased with this informal contact.

Miss E. C. Barclay, President, has an enthusiastic executive to advance the interests of the A.T.A.; to support her capable guidance, to follow her energetic example of her previous work in organization and progressive growth.

The Executive have planned entertainment for the brief general monthly meetings. An aggressive membership drive is under way, focusing attention to teachers who are "in and out" of the membership.

SMOKY LAKE

An organization meeting of the Smoky Lake Local was held on January 25th. The following officers were elected: Mr. I. F. Hamilton, Inspector of the Lamont Inspectorate, Honorary President; Mr. J. Elaschuk, President; Miss M. Polomarek, Vice-President; Miss H. Malanchuk, Secretary-Treasurer; Mr. J. Starchuk, Press Correspondent. Social Committee: Mr. J. Hannochko, Mr. J. Andrusiw, Miss D. Dubetz.

Discussion followed, and it was decided that the meetings following be held on the first Saturday of each month.

The proposed School Act will be the subject of discussion at the next meeting. All the teachers of the Local are cordially invited to attend these meetings and make them interesting, instructive and successful.

Mr. N. Gavinchuk suggested that the teachers may use his office. The teachers are hereby expressing their thanks for his kindness.

WILLINGDON

The regular monthly meeting of Willingdon A.T.A. Local was held at Willingdon on Friday, January 24th.

After a discussion on the new School Act, the teachers voted unanimously in favor of it. It was also decided that each teacher conduct the Education Week as they see fit.

The teachers then discussed the coming Easter Convention. Mr. Hannockko was nominated to stand for the Northern District Representative. The teachers were in favor of endorsing Edmonton's choice for Vice-President.

After an enjoyable dance in the local Willingdon Hall, the Willingdon teachers entertained at the home of Mr. and Mrs. N. Sveka.

Our Teachers' Helps Department

OUTLINES FOR MARCH

(Through the courtesy of the Calgary Public School Board)

GRADE I

Reading

Continue authorized reader with B and C classes. A class should read one or more supplementary readers. Give considerable phrase drill. Silent Reading Exercises, etc. Promote A Class to Junior Grade II if reading and other requirements are satisfactory.

Language

Oral Language Lesson—Add descriptive words to sentences. Teacher writes on blackboard a list of adverbs or adjectives. Asks: "How does your dog run?" Answer: "He runs fast." "He runs quickly," etc.

Talks: (1) Weather (Coming of Spring). (2) Nature Study, The Wind and its Work. (3) Health, General topics. (4) Simple talks on Children of Holland.

Games: "Isn't", "There is", "There are".

Pictures: See Art Course.

Dramatization: Review stories children enjoy. Play as whales.

Stories: The Wind and the Sun; Jack and the Beanstalk; Hans and his Dog; The Tar Baby; Little Samuel.

Written Work: (1) Copy a letter to Mother. (2) Copy an invitation to a party. (3) Transcription, with the appropriate word to be chosen from a list placed on the blackboard: I have a _____ dress. The bird can _____.

Social Studies: Farm units—farm animals—the cow—milk.

Memorization

Safety rules: There was a Little Turtle (Vachel Lindsay). Have You Watched the Fairies? (Rose Fyleman), The Spring, Secrets (Louise Hewitt), The Rain is Raining All Around. Note: "Safety Rules" is a "town" bit of poetry.

Arithmetic

Recognition and making of symbols to 50; numbers coming before and after each number to 50; combination and separation of "2 more" and "2 less", column adding. Oral problems relative to money and to objects of interest to children.

Hygiene

Clothing: School—hang up coats and hats (cloakroom inspection). Care of clothes in work and play. Care of clothes at home—changing of school clothes, airing clothes, etc.

Safety First: Use charts and posters for this work. Develop Safety Rules. Always play in a safe place, (not on streets). Always cross street at crossing, look both ways. Always use sidewalk for roller-skating, tricycles, etc. Always wait until the street car stops. Do not play with matches, bonfires.

Nature Study

The lengthening of the day and the shortening of the night. Disappearance of the snow, where it goes; muddy and rough roads; the increasing warmth of the sun and what it does; the season and seasonal changes; where the sun rises, the movement of the sun, where the sun sets; East and West; North and South; Spring rains and snowfalls. Jack Frost and his pranks in spring. Pussywillows placed in water in classroom; two kinds, the woolly and the green.

GRADE II

Reading and Literature

Silent Reading: The King Laughs.

Oral Reading: Peter Learns a Lesson; Sparrows; The Little Match; Mother; Signs and Signals.

Memorization and Verse Speaking: The Little Seed.

Language

(a) **Oral Topics:** How to Play Marbles. The Wind at Work. Good-bye to Winter. My First Trip on a Train.

(b) Teach the use of capitals for the months. Teach John and I, Mary and I, etc.

(c) Practice in adding ly, ness, ful, ing, and ed, to familiar words.

Citizenship

First Week: Our duty to keep well. What to eat and what to avoid. Hours of play and hours of sleep. Review ventilation of home and school. Cleanliness of body an aid to health.

Second Week: "Responsibility Week." Course of action if: (1) Captain of game or team. (2) Sent on errands. (3) Told to mind the baby. (4) Given money to spend on something for Mother, care of change, etc. (5) Told to mind room if teacher is out.

Third Week: Talk on gratitude. Teach that courtesy demands repayment of favors. E.g. When a little girl was sick another sent her fruit or a book. Child thus favored takes an opportunity to return this kindness, etc. Avoid the idea that we do good solely for reward.

Fourth Week: Course of Action: (1) When damage is done to neighbor's property. (2) When accident happens to borrowed articles, books, toys, etc. (3) When damage done to city property. Emphasize that public property belongs to all and should be protected by all.

Arithmetic

Teach addition and subtraction facts,

9	5	8	6	7	8	6	9	14
5	9	6	8	8	7	9	6	-5 etc.

Column addition to 39 including new endings. Separations involving number facts learned, as 26 34
 -4 -9

Counting by 5's to 50, and 7's, 8's, and 9's to 36. Relative value of money—1 cent, 5 cents, 10 cents, 25 cents, 50 cents, one dollar. Oral and blackboard problem work.

Nature Study

Animals: Activities of domestic animals; observation of young, baby domestic animals, fowl, chickens.

Stories of frogs, their pipings, eggs. Toad's eggs, pollywogs, etc.

First flies, mosquitoes, breeding places. Pictures and stories.

Birds: Preparing houses for birds, protecting birds, stories about migration of birds, hatching birds. Competition as to who shall see the first bird.

Plants: Twigs of willows, poplar, Manitoba maple examined. Pussy willows and poplar tassels gathered.

Physiology and Hygiene

First Week: Eyes and Care of Eyes.

Second Week: Care of clothing. Child is responsible for hanging up clothing at home and at school. There must be regular change of underwear and stockings. Clothing should be protected while working.

Third Week: Preparation for bed, wash hands and face, brush hair and teeth, and hang clothing up to air.

Fourth Week: Sleeping (a) Have window open. (b) Sleep alone. (c) Have light coverings and a flat pillow.

GRADE III

Reading and Literature

Silent Reading: The Boys of India; Wings.

Oral Reading: The Empire is our Country; How a Boy Grew; Indian Children.

Memorization and Verse Speaking: Silver; Singing.

Language

(a) **Oral:** The Wind at Play; The Return of the Birds; St. Patrick; Dreams; Pussy Willow; Easter.

(b) **Formal:** Continue sentences and letter writing, stressing use of easy descriptive words such as: pretty, tall, white, big, cheap, beautiful, wonderful, etc.

LOUIS TRUDEL FURS LTD.

Save Money

BY BUYING YOUR FUR COAT NOW
Let Us Quote You Prices on Fur Repairs

EDMONTON

Phone
22213

Albion Block
102nd Avenue

(c) **Vocabulary Building:** Word and phrase opposites, such as: heavy as lead; light as a feather; black as ink, etc.

Arithmetic

1. Addition and subtraction involving numbers reaching different spaces. 2. Teach dividing by 4, 5 and 6, and finding $1/4$, $1/5$ and $1/6$ of numbers. 3. Teach Arabic notation to 100,000 and Roman notation to 100. 4. Review pint and quart and teach gallon. 5. Problems in multiplication and division.

Nature Study

Hills and water on hills.

Hygiene

Clothing: Its use and abuse.

Citizenship

Habits: (a) Manners—results of forming good manners in the child himself—reaction on others about him. (b) Easter. (c) **Stories:** 1. A Lesson in Manners (Famous People, by Baldwin); 2. St. Patrick. 3. The Easter Rabbit (Emerald Story Book, by Ada M. Skinner.)

Geography

I. **The Atlantic Fisheries:** (a) The fishing port of Lunenburg. (b) Trip to the "banks" on the fishing schooner "Bluenose". 1. Preparation for trip—food, salt, bait. 2. Journey to the fishing banks. 3. Fishing operations at the "banks"—baiting the trawl line, lowering the dories, setting the trawl line, lifting the trawl, species of fish caught, return to the schooner, cleaning and salting the fish, dangers of bank fishing. 4. Drying and curing the fish. (c) A "clam bake". (d) Lobster fishing.

II. **Maple Sugar Time in Quebec.** (a) Various sources of sugar. (b) The Maple bush. (c) Tapping the trees; boiling the sap; sugaring off.

III. **The Sugar Growers of Cuba:** (a) Location of Cuba on globe; the trip to Havana. (b) Visit to the sugar plantation—planting the cane; cane cutting; the sugar mill; refining the sugar.

GRADE IV Reading and Literature

Silent Reading: Dr. Doolittle's Adventures; The Good Samaritan; Why the Sea is Salt.

Literature and Oral Reading: The Great World; Hiawatha's Hunting.

Language

(a) Extend use of quotation marks to broken quotations. (b) Oral dramatization using literature lessons. (c) Building of a story from an opening sentence. (Oral and written.)

Arithmetic

Long division by 2 digits with divisors ending in 7, 8, and 9. Multiplication by 3 digits. Accuracy and speed in addition and subtraction. Variety of problems.

Geography

(1) The Moon—size, distance from earth, shape, source of its light, change in its appearance during course of month. (2) The Kingdom of the Stars—Big Dipper, North Star, Milky Way, Cassiopeia's Chair. (3) Life in the Amazon forest: (a) Location of the Amazon river on the globe; the journey there. (b) Description of the forest. (c) Interesting animals and birds of the forest. (d) Native Indians and their homes. (e) Gathering of rubber and brazil nuts. (f) The cassava plant.

History and Citizenship

Family life in olden and modern times. Truthfulness: in home, at school. Keeping of promises. Avoidance of exaggeration. Avoidance of withholding part of truth. St. Patrick. Early Days in Alberta.

Hygiene

Clothing: Clean, dry, porous, loose fitting, no tight shoes; clothing suited to weather; care and cleanliness of clothes; removing rubbers and overshoes; cleaning shoes before entering school or home; care of clothes when taken off at night; removing heavy sweaters indoors; clean handkerchief.

Nature Study

Detailed study of fish as per course of study. Types found in Alberta. Bird Study: Magpie. Plant Study: Daffodil, Tulip and Hyacinth.

Spelling

First 80 words in the course: Supplementary list. Memory work spelling.

GRADE V Reading and Literature

Silent Reading: The Story of Perseus; I Vow to Thee, My Country; Stevenson and the Locomotive.

Literature and Oral Reading: John Maynard; The King's Half Holiday.

Memory Work

The Rapid, Fourth Reader. Hunting Song, Scott. Noble

Nature, Poems Every Child Should Know. The Holy Grail, Tennyson. See "Learning to Speak and Write, Book II," p. 88.

Spelling

About 40 words from Supplementary List. Words from other subjects.

Arithmetic

1. Adding and subtracting halves, thirds, and sixths. 2. Reducing fractions to the simplest terms. 3. Problems.

Geography

1. The value of lakes. 2. People. 3. Climate. 4. Agriculture.

Hygiene

The Teeth: (1) Temporary teeth. (2) Kinds of teeth. (3) Composition of teeth. (4) Cause of decay.

History

Stories of fighting between the early settlers and the Indians, of Louis Riel and the great rebellions.

Citizenship

March and April: Courage that avoids bravado and condescends to presence of mind.

GRADE VI Reading and Literature

Literature: How They Brought the Good News. Heroes of the Long Sault.

Memorization: Choice of—The Marseillaise. Admirals All. Creation. This Canada of Ours.

Oral Reading: How They Brought the Good News. I Dig a Ditch.

Silent Reading: Henry Hudson. From Canada by Land.

Story Telling: Siegfried.

Language

(a) Two paragraph Business Letters as review. (b) Further enlargement of sentences (clauses).

Grammar

(a) **Phrases, Suggested Exercises:** (1) Selecting phrases in sentences. (2) Using phrases in place of describing words and vice versa. (3) Make phrases beginning with by, to, with, etc.

(b) **Prepositions, Suggested Exercises:** (1) Selecting prepositions in sentences and showing relation. (2) Fill in blanks with suitable prepositions.

History

The Tudor Period: National feeling in evidence. National feeling in the clash with Spain on the sea—the Armada. Trading companies organized, leads to increased activity in navigation.

The Age of Discovery: The spirit of adventure urged on by the commercial motive. To reach the riches of the Indies by sailing westward, shut off from the land route by Venice and the Turks, the European nations of the West seek sea routes. Spain Westward across the Atlantic, Columbus, Amerigo Vespucci. Portugal: South by way of Africa, Henry the Navigator, Vasco da Gama, etc. To the North-West, England, the Cabots, etc.

Arithmetic

Problems based on denominate numbers and areas. Review Fractions. Teach Volume. Emphasize use of cancellation in problems.

Spelling

65 words: (a) 56 words supplementary, "gossip" to "sympathy". (b) 9 words, demons, "separate" to "there."

Hygiene

March and April: 1. Respiration, five lessons: Sections 1 and 2 (Organs of Respiration), one lesson. (a) and (b) of Section 2, one lesson. (c) and (d) of Section 2, one lesson. (e) and (f) of Section 2, one lesson. (g) and (h) of Section 2, one lesson. 2. Review.

Nature Study

Water.

Geography

Political Regions of Canada:—Special attention should be given to the chief centres of population and the reason for their development. Newfoundland.

GRADE VII Reading and Literature

Spring Term—(March, April, May, and June)

Silent Reading: (1) To the Dandelion. (2) Hunting the Hippo.

Literature: (1) By Cool Siloam's Shady Rill. (2) The Well of St. Keyne. (3) The Pipes at Lucknow. (4) Weathers. (5) King Arthur and his Knights. (6) Kew in Lilac Time. (7) Gentlemen, the King!

Memory Selections (minimum of four): (1) Kew in Lilac Time. (2) Dream River, Canadian Poetry Book. (3) A

Springtime Wish, Canadian Poetry Book. (4) Selections from Shakespeare. (5) The Wilderness and the Solitary Places (Isaiah 35). (6) Lincoln's Gettysburg Speech.

Grammar

Study of the name and use of (1) Phrase, (2) Conjunction, (3) Interjection.

Language and Composition

(1) Business Letters, e.g., Subscriptions to magazine, etc. (2) Vocabulary Drill: (a) From Spelling List. (b) See Text, pages 121 to 130. (c) Paraphrasing. (4) Essay, Seasonal topics, e.g., (a) Spring, (Descriptive), (b) Making a Garden (Explanatory), (c) An "Imagination" Topic (Story.)

Geography

Asia, with particular study of China and Japan.

Arithmetic

What percentage one number is of another; profit and loss.

Physiology and Hygiene

(1) Teach symptoms and complications of scarlet fever, diphtheria, measles, typhoid fever. (2) Banting.

History and Civics

The French Period in Canada. (a) Early Settlements of the French. (b) Introduction of Christianity. (c) The Conquest of Canada: (1) The Seven Years' War. (2) Peace of Paris.

Agriculture

March and April: Part 4 in Course of Studies, (Pages 113-133 in Text.)

Spring: Any four to be chosen. (1) Gardening, The Vegetable Garden, Chap. XV. (2) Gardening, Potato, Chap. XVI. (3) Fruit Growing in Alberta, Chap. XVII. (4) Making a lawn and beautifying the grounds. (5) Flowers and trees. (6) Insect enemies of the garden, Chap. XVI.

Spelling

(a) Supplementary Words, 38, "buckle" to "signature".
(b) New words from other subjects.

GRADE VIII Reading and Literature

(a) King Robert of Sicily. A Day with Sir Roger. (b) Hymn Before Action. (c) Strawberries. (d) O God, Our Help in Ages Past.

Grammar

(1) The special verb forms: (a) Infinitives. (b) Participles. (c) Gerunds. (2) Classification of phrases, and their various uses: (a) Prepositional; (b) Infinitive; (c) Participial; (d) Gerundial; (e) Verb.

Physiology and Hygiene

Fire Protection, as per course. Sewage and Garbage Disposal, as per course. Might be enlarged, if time permits, to include such topics as: Rest and Exercise, Value of Participation in Games, Value of Playgrounds, Swimming Pools.

Arithmetic

The graph: taxation.

Geography

Australia: (a) Position. 1. Appropriateness of name. 2. Isolation of Australia from other great land masses. 3. Effect of isolation upon settlement of Australia. Correlate with section (d) of "Growth of British Empire" in Citizenship course. (b) Area compared with that of Canada. (c) The Australian Commonwealth—similarity to the United States in nomenclature of political subdivisions and in situation of capitol. (d) People. 1. Small "native" population. Contrast with Union of South Africa. 2. White people almost entirely of British descent. 3. Significance of policy of "A white Australia." (e) Interesting animal life of Australia, e.g., Kangaroos, duck-billed platypus, ant-eater, dingo, flying fox, lyre bird, emu. (f) The importance of eucalyptus trees and salt-bush. (g) Surface. Great dividing range. 2. Great plain of Eastern Australia. 3. Western Australian Plateau. 4. Regularity of coastline. Great Barrier Reef. 5. Murray-Darling River system. (h) Climate: 1. Position of Tropic of Capricorn. Comparatively high temperature of the country as a whole. 2. The great Australian Desert—a south-east Trade Wind desert. 3. Monsoon winds of Northern Australia and their relation to rainfall of region. 4. Concentration of people in well watered area along South Eastern Coast. 5. Why Tasmania has abundant rainfall. (i) Agriculture: 1. Importance of sheep-raising. Drought and rabbit menace. 2. Cattle production compared with that of Canada. 3. Wheat producing areas. One of Canada's competitors in the world markets. Compare method of marketing with elevator system of Canada. 4. Sugar plantations of Queensland. 5. Fruit raising in South-Eastern Australia. (j) Mining: 1. Comparison of gold production in Australia and Canada. 2. Coal fields near Sydney, Australia, compared with those at Syd-

ney, Cape Breton Island. 3. Minerals of minor importance, e.g., zinc, tin. (k) Pearl fisheries off the Great Barrier Reef.

(l) Use of eucalyptus and wattle trees. (m) Chief manufactures. (n) Trade with: 1. British Isles; 2. Canada.

(o) The great ports: Sydney, Melbourne, Brisbane, Adelaide.

New Zealand: (a) Position. (b) Area compared with that of British Isles. (c) People. (d) Surface: 1. the mountains; 2. the plains; 3. the hot springs. (e) Climate—contrast with that of Australia. (f) Agriculture: 1. sheep raising; 2. dairy—competition with Canada in export of cheese and butter. (g) The Kauri pine and its uses. (h) Mining. (i) Trade.

Other British Possessions in the South Seas. Locate the following and mention one interesting feature about each: Fiji Islands, Fanning Island, Samoa, New Guinea.

History

Sections 10 and 11, Course of Studies.

Civics

Balance of Section (e) and part of (f), Course of Studies.

SOME NOTES ON THE PRINCIPAL'S JOB

By L. B. YULE, B.A.

Most of the following points in connection with the Principal's job seem to involve and require some free time on his part for supervision:

1. Regular meeting of staff to discuss points arising from discipline, management, organization or teaching technique.
2. Adequate and reasonable regulations governing assembly, dismissal and play periods, including provision for supervision by all staff members.
3. Organization for intra and inter-school competitions in group games.
4. Interest in class room decoration.
5. Interest in care and improvement in school buildings.
6. Interest in school ground beautification and play equipment.
7. Stimulate class room enterprises.
8. Develop a school paper with all it involves in language, illustrations, organization for pupil control, etc.
9. Survey all classrooms to ensure proper pupil seating; good lighting conditions, etc.
10. Survey of pupils with special note of general health (weight and height for age), clothing, possible lack of sleep, faulty vision, etc.
11. Survey in any academic subject by use of a standardized test.
12. Readiness test for beginners. Detroit First Grade Group Intelligence Test.
13. Pupils from one room visit another room to demonstrate good oral language work, a dramatization, etc.
14. Survey of pupils on an Age-Grade basis, to ascertain the amount of retardation, to discover the cause possibly, and to attempt some remedial measures.
15. A corporal punishment book—book and strap in the Principal's possession. A record to protect both teachers and pupils.
16. A little absentee book for each room to be entered and sent to the Principal daily. For information and any action necessary.
17. A teacher's record book to enter the results of all tests given the pupils—formal and informal.
18. Discontinuance of "Pupil's Rank in Class" on report cards and adoption of a more personal contact with parents on pupils' progress by friendly notes that might accompany the regular report, or might be sent more frequently.
19. A Friday afternoon period for activities in which pupils might be interested: hobbies; sewing; knitting; rug-making; basketry; art; cardboard construction; collections of all kinds; programs including meetings; dramatization prepared mostly under pupil direction; Junior Red Cross; committee on class room decoration, etc.

In a stereotyped way, a principal may master the mechanics of management, but if there is a lack of personality and judgment you cannot tell what the results will be.

AGENTS FOR
Royal Portables and Standard Machines
REBUILT STANDARDS — ALL MAKES
THE PHILLIPS TYPEWRITER CO., LTD.
10115 - 100th Street. Phone 27532 Edmonton, Alberta

THE PRINCIPAL'S JOB

By W. D. McDougall

"As the principal, so the school" is an epigrammatic expression now generally accepted as a truism in education. The duties and responsibilities of the principal are onerous and multitudinous and his activities have a wide compass. His position makes of him a worker who must deal both with those above him in authority,—superintendent, inspector; and also with those below,—special supervisors, teachers, pupils and custodians. He is the middleman in a hierarchy of authority and consequently will frequently find that his position is one of difficulty. One the one hand he must carry out the general plans and policies of his superior officers, and on the other he must develop and initiate local plans and procedures to fit his own community needs. He must be both a follower and a leader. Throughout all of his activities he must deal with personalities, and the personal equation will be a factor in most of his work.

The complexity of the duties involved in a principaship make many demands on the person who would fill it. He must be a superior organizer, a skilled administrator, a wise supervisor and a strong executive and general manager. He should possess superior intelligence; should have the capacity to profit from courses in advanced professional training. He should on all issues be broad-minded as well as open-minded, and be a person of large and inclusive vision. His mind should be trained to efficient habits of work; must exhibit initiative, constructive ability, the power to analyze and to form judgments. Finally he must have the courage to carry out what his judgment dictates should be done. The principal who habitually plays safe will in all probability make little progress in his profession.

Professor Judd points out that the principal must have the ability to think through his problems before they require an immediate solution; that "the essence of good administration is foresight." He should develop that constructive imagination which will enable him to anticipate important problems and solve them in the quiet of his study before the actual situation arises in the confusion of a multitude of duties surrounding him at his work. To be able to do this kind of planning the principal must possess the scientific attitude and must have the energy and inclination to build a foundation for administration on facts and principles.

The principal must possess and develop the magnetism required of one who would lead enthusiastic followers rather than drive recalcitrant subjects. He should be enthusiastic about his job in order that he may inspire a similar reaction on the part of teachers and pupils regarding their jobs and their school. He must be well balanced, tactful, courteous and fair in all his dealings with teachers, pupils and parents. Humanity, justice, and the strictest impartiality must govern his disciplinary contacts. Honesty, sincerity and moral courage are demanded under all circumstances.

Turning now from the personal qualities to those more distinctly academic and professional, it is interesting to note that in the city of Chicago a bachelor's degree is pre-requisite to an appointment as an elementary school principal, and that even it must be supplementary by post-graduate preparation, extensive teaching experience and a first-class record of efficiency. Very similar pictures might be painted of what is demanded of would-be principals in other cities in the United States and Canada. It is becoming increasingly evident that such few plums as ripen in the educational profession fall into the laps of those who make adequate preparation to enjoy them. The day when the class-room teacher might expect eventually to attain a principaship by virtue of seniority only is dead and gone.

As an educational advisor, the principal has contacts with and very definite repercussions upon, (1) his staff, (2) his pupils, (3) the parents, and (4) the community.

As his staff members are the instruments through which all his policies are implemented, it is of the utmost importance that the principal study each until he knows intimately all of his and her strengths and weaknesses, peculiarities and potentialities. With this information at hand the principal will limit suggestions and reforms to the capacity of his staff to put them over effectively. Indeed, if a new principal, he will introduce reforms cautiously, building up in advance, in staff and community, a receptive atmosphere. Gradually but surely he will create a sure foundation of confidence in himself and his policies, and eventually have functioning smoothly an effective and adaptable educational agency that in the first instance might have been opposed by the community. Nothing succeeds like success; nothing

depresses like failures. Forethought avoids the failures and enhances the successes.

As a supervisor the principal must evaluate and criticize the work of his teachers. In this capacity he must avoid the personal element, and if he must criticize destructively at times, he must yet leave the impression that such is solely for the purpose of building constructively. One fatal blunder must be avoided: he must not assume any pretence of knowing the teacher's job better than she does herself. The teacher who has spent several years in the work of a particular grade can scarcely help but know her own job better than her principal can. She probably will be failing in it because she has lost her sense of proportion, needs to have her interest re-stimulated, requires a more modern viewpoint, rather than because she cannot teach. There are very few experienced teachers who cannot teach; there are many who are not doing themselves or their pupils justice. It is the duty of the principal to guide, to stimulate, if necessary to coerce, to a more aggressive attack upon their job those teachers who are not living up to their potentialities. There is no place in the class-room for the slacker, and there are few slackers in the class-rooms.

The supervising principal keeps his criticism to general principles, and only rarely permits it to descend to specific details. He must know his teaching technique in its different types, but this in general rather than particular. When taking a class to demonstrate his ideas his preparation must be thoughtful and deliberate. His impromptu lessons must carry punch and conviction to the most critical element in his audience, the room teacher.

To the pupils the principal must represent more than the supreme disciplinary authority of the school. As the co-ordinating and directing agent behind their school activities he should be considered a guide and leader. The more the principal directs and guides the less will he have to drive and punish. The awakening of an effective school pride and spirit, particular attention to playground organization and supervision, the stimulation of group responsibility, the elimination of all regulations which the pupils themselves do not recognize as essential in a community which must live co-operatively, all have an excellent tonic effect. Such methods of "peaceful penetration" will in time accomplish large and permanent results, and are the methods a principal should use whenever possible. They are much more effective than force and punishment, yet there are times when persuasion fails and force must be applied. When such a time comes the action must be swift, unerring and certain. The school as a whole must feel that the retribution was merited, that the culprit is deserving of no sympathy. The condemnatory attitude of his classmates may do more than the strap to convince the offender that in his school he must subscribe to an accepted standard of conduct if he is to remain a respected member of the school community. Social control is more insidious and likewise more effective than that imposed through fear of corporal punishment.

An effective agency for the development of a unified and harmonious school spirit is the co-operative enterprise involving the school as a whole, e.g., the school magazine, a school play, a school demonstration of physical training. Here the principal steps in as the co-ordinating agent. Each member of the staff must be assigned a fair share of the responsibility for the undertaking, and preferably one involving contacts with and direction of pupils from various grades. Classroom programme must be readjusted to comply with the requirements of the new situations, and wherever possible the enterprise should be integrated with the daily classroom schedules. A school play as is important an element in the education of the child as reading and arithmetic, and should be so recognized. It is nonsensical to demand that teachers and pupils prepare a play or any other school demonstration during noon hours and other extra-class time.

Like the children, the parents are always with us, and the wise principal will do all he can to encourage a co-operative attitude towards the school. Parental interest may be stimulated and directed constructively, but without direction it may become antagonistic and destructive. Most parents are intelligently interested in the progress of their children and appreciate having an opportunity of participating actively in creating the social atmosphere in which their children must live for several hours per day during the most impressionable years of their lives. Many a problem in discipline, many a case of social mal-adjustment, may be solved by the principal, teacher and parent having a frank and friendly conference before a crisis involving the pupil

develops. Occasionally, of course, a parent goes berserk over some real or imagined wrong done his child. In such a case the principal must interpose himself as the buffer between parent and teacher, must listen calmly and judicially to a possibly violent outburst of denunciation and vituperation. As talk is an excellent safety valve, it is well to let the flood of words continue unimpeded except by necessary questions. Assume that the parent is reasonable and rational and deeply interested in the welfare of the child, even though one may think otherwise. When the time comes for a decision, give it calmly and judicially. The fact of keeping calm and cool gives the principal the advantage that calmness always has over anger. If the time be not considered opportune for a decision, take the case under advisement and, if necessary, ask the parent to return for an interview with the teacher and principal. Such an interview should be directed and controlled by the principal, both for the protection and defence to which the teacher is justly entitled, and for the tone and character which such direction gives to the management of the school.

Many complaints which come to the principal he should settle without saying anything to the teacher about them. If the teacher is right, as she usually is, she should be protected from the annoyance and worry incident to the complaint. The teachers should be instructed to turn over to the principal for reply all complaining and fault-finding notes. It is an important part of the principal's business to shield his teachers as much as possible that they may do their teaching in peace and under the most favorable conditions.

In his community relationships the principal may be asked to assume many onerous burdens, burdens which may interfere seriously with the proper carrying out of his professional duties. Directing community organizations and teaching Sunday School classes are not duties which should necessarily be assumed by the principal. In these he may and perhaps should take an active part, but they are community activities and as such should be the responsibility of the community and not of the school. Any commitments that prevent a principal doing professional reading and study must be guarded against most cautiously. His school is his major interest and while in the supplementary community agencies he must assume a certain degree of responsibility, such responsibility must be limited to what will not militate against his giving of his best and finest to the development of the children under his direction and guidance.

In the final analysis, then, the principal must have as prerequisites, personality and scholarship, must exhibit towards staff, pupils and parents a tactful, judicial attitude, and be guided in his community commitments by a time-budget dictated by the needs of his school, along the lines of study and research.

VAN ALLEN & CLEMENT

Barristers and Solicitors

Solicitors for Alberta Teachers' Association

Suite 2, National Trust Building, Edmonton, Alta.

CHAMPION MORTGAGE CORPORATION - LIMITED
VANCOUVER EDMONTON VICTORIA CALGARY

Classroom Hints

Grade IV—Oral Reading

Talking In Their Sleep.

Stanza I: "You think I am dead," the apple tree said. In what ways did the tree seem dead? In the 2nd line the part that makes you feel the tree is dead is "never a leaf." That is what gives you the picture of a tree that might be dead. Read it then to give us that picture. (Teacher ought to illustrate too). What is the next little bit of picture? Have you ever seen an apple tree? It looks so old and bent. What are the words in the 3rd line that give you that picture? Read the line. Have you ever noticed moss growing on trees? Are you likely to find it on a young tree? Now you have your full winter picture of this tree that looks so dead. Read the four lines. But is the tree dead? Read the two lines that tell you. These two lines should be read in a different way from the first four lines. Why? Then comes another change. What word in the last line tells you how the tree feels now? What other word is important in the line? Read the whole stanza. The class will listen to see whether the reader makes them feel the three parts of the stanza, and gives you a clear picture.

Stanza II: Who is talking in this stanza? Why might you think the grass dead? In the 2nd lines do not read "stem-and-blade" as though all one word, or one idea. When you are reading "stem" think of the stem, and "blade" think of a green blade of grass. Read the first two lines. We found three parts in the first stanza. How many are there in the second? Where is the more lively part? What are the particularly lively lines? Read them. The 3rd and 4th lines are quieter. They seem muffled with snow. Teacher reads to illustrate. Where is the 3rd part? In what way is it like the first stanza? What does the grass pity? Read the whole stanza making clear all the pictures and changes that come.

Stanza III: Who is talking now? Read the first two lines. (Teacher should watch for two ideas in "branch or root"). Then comes a little quiet part like that describing the grass under the ground. How far does it go? What are the gayest lines of the stanza? Why? What picture does it give you? Read the 3rd stanza.

This poem lends itself to reading by three people, or three divisions of the class—with a whole orchard full of apple trees, many grasses and flowers. Then it becomes chorus reading.

Grade V—Silent Reading

The Story of Troy.

1. Make two lists: head one "Troy" and the other "Sparta", and divide the opposing heroes mentioned into their proper groups. 2. Which of these scenes did you see most clearly as you read? (a) Hector's farewell to Andromache. (See picture of the text). (b) The death of Hector. Hector waiting alone the coming of Achilles; his failing courage resulting in flight; the pursuit of Achilles; his death; dragged at Achilles' chariot wheels. (c) The seeming retreat of the Greeks; burning of the camp; embarking in ships; setting of the sails; sailing into the distance. (d) Night scene of the Greek army taking possession of Troy. (e) The destruction of Troy. 3. Fill in the details of (d) and (e) yourselves. 4. Look up the word "strategy." What strategy did the Greeks employ? 5. Look up the word "ruthless." Fill in the blanks in the following from among the persons of the story: as ruthless as _____; as beautiful as _____; as persevering as _____. 6. Who in the story was: a mischief maker; a devoted wife; a sorrowing father?

Grade IX History

The work for February might include Chaps. XXIV, XXV, XXVI, and XXVII.

Chap. XXIV (not to be studied in detail).—There are some very famous names among the Emperors of the first two centuries, names which have become significant in general history. Perhaps the student might be asked to read the chapter with a list of the more significant names in front of him. A note might be made after each name that would serve to recall its importance: **Augustus**: Birth of Christ; Golden Age of Latin Literature. **Tiberius**: Crucifixion of Christ. **Nero**: "Nero fiddled while Rome burned"; first persecution of the Christians. **Vespasian**: (Titus asso-

ciated with him). Destruction of Jerusalem. Trajan: The greatest extent of the Roman Empire. Hadrian: Wall in Britain from the Solway to the Tyne. Marcus Aurelius: famous philosopher.

Chap. XXV—The Early Empire.

I. Government: Trace the development of the government of Rome from (a) the time of the Early Republic, through (b) the period of senatorial preponderance, and (c) senate and assembly corruption to (d) grasp of power by tribunes and military proconsuls whose authorities became merged in that of the Emperor.

A.—Review the government of the Early Republic (Chap. XXVII). 2 consuls (or 1 dictator); 2 tribunes; senate; assembly (legislative body).

B.—What was the chief change that took place in the government of Rome in the period following 266 B.C.? (See pp. 169 and 170.) (a) Other Roman officers were appointed as aediles, praetors, censors, quaestors, but the chief officials remained the consuls and the tribunes. (b) The big change was the growth of power of the senate which became the guiding force in the government. We have now a "complete aristocracy with democratic forms."

C.—Corruption set in: the senate became corrupt, wealth controlled the government as well as the populace, who simply sold their votes to the man who could give them the greatest number of gladiatorial contests or shows. (See p. 188).

D.—The ineffectuality of the proper government led to grasp of power. (a) by tribunes, as in the case of the Gracchi, who used their power for reform, or (b) by proconsuls whose military powers in their own provinces were often greatly extended.

E.—Caesar combined these two powers when he was appointed tribune for life and Imperator or Supreme General.

We come to the period of the Early Empire, when the government was in reality a type of absolute monarchy. There was still: (1) An assembly who elected aediles, consuls and praetors, (2) A senate who "debated"—still chief legislative body: but (3) The Emperor (a) could appoint and degrade senators, (b) could control its decrees.

II.—A map (which will involve study of geography and commerce.) Use map, p. 218 for reference.

1. Draw a map: 1. Marking the extent of the Empire at the time of Trajan. 2. The walls of Domitian (p. 216) and Hadrian. 3. With xxxx's indicate the frontier points at which legions were stationed. 4. Mark the main cities of the Empire (See pp. 220, 221 of the text; for Lyons see map p. 248). What name is used for the city of Lyons on map, p. 218? For the position of Sidon see p. 70.) 5. Mark on this map the products for which various cities and parts of the Empire were famous, e.g., Italy—wines. (When working at this exercise give your imaginations free play. Load your vessels at the various ports and "spread the Mediterranean with happy sails." If you read "Cargo," and "The Ships of Yale" (Bk. V, New Readers) you will understand what I mean: you are reading of a romantic trading period, not so many pages of a history in order to make a map.) 6. Mark the three great universities of the period.

III.—An excellent silent reading and outlining exercise, necessitating gathering of scraps of material from two chapters.

What were the Unifying Elements in the Roman World?

An outline of this character might be expected: 1. A common language. 2. Mild and just Roman law cemented the people. 3. Excellent safe roads and safe water highways (free of pirates) resulted in much travel and mingling of one race with another. 4. Interchange of goods in widespread trade. 5. Roman soldiers no matter where recruited were settled in colonies here and there about the Empire: Spanish soldiers in Switzerland, etc. 6. The thoughts of Marcus Aurelius (quotation "As Emperor I am a Roman; but as a man my city is the world") indicate the breadth of human relationships of the period. 7. Common worship of dead emperors. 8. The emperor Hadrian, if not other emperors, frequently visited all parts of his empire. (See p. 217.)

Some Questions for Discussion. Chap. XXV.

1. What is the difference in character between the laws of the Roman Republic and that of the Early Empire?
2. What great difference do you notice between the university of today, using the University of Alberta as an example, and the university of the Roman Empire? 3. Write down the four or five characteristics of the Early Empire that you think fine. 4. Prove the quotation at the heading of the chapter in as many ways as you can. (Consider literature,

architecture, municipal institutions, law, etc.) 5. It is true that the first two centuries were times of peace, prosperity and good government, but what is the fatal weakness of a government that depends on an absolute monarch? For review and comparison: A class debate, resolution see p. 170 "Rome's best age was the period from 367-200 B.C." (The first sentence of Chap. XXVI should be considered in this connection.)

A Study of Roman Architecture suggested by the chapter and the pictures included in the section on Roman History. (See paragraph on p. 224.)

I.—Did the Romans owe anything to Greek architecture? (a) Compare the Roman temple shown on p. 247 with the Greek Temple of Theseus at Athens (p. 79.) Make a note of all similarities. What differences do you notice? (columns, pitch of roof.) To which temple would you apply the words "powerful" or "enduring", and to which "graceful" or "ornamented"? What is the name of the column used in the Temple of Theseus? in the Roman temple at Nimes. (See p. 72.) (b) Compare the theater at Pompeii, p. 208, with the Theater of Dionysus at Athens, p. 108. Is there any similarity of construction?

II.—Now turn to the Colosseum (p. 228). In what respects would you say this Roman theater surpassed the Greek? What prominent architectural feature do you notice in this building that did not appear in any of the Greek buildings? (arch). Notice the same feature in the Roman Amphitheater at Nimes, p. 232; its use in aqueducts, p. 220, and triumphal arches,—that of Constantine, p. 239; that of Trajan, p. 229; of Titus, p. 217; the Black Gate, p. 222. Note the use of the arch in Constantine's Basilica, p. 242.

III. When you look at the Restoration of the Acropolis at Athens, p. 103, and compare it with the Restoration of the Roman Forum, p. 213, you will notice considerable similarity of roof line, much more similarity than either would have with the roof line of a modern city. If you turn, however, to the Pantheon, p. 225, plate XXXVI, you will see a new roof feature. What is it? The text says that Roman architecture had "more massive grandeur" than the Greek. Has this done anything to do with achieving that "massive grandeur"? When you compare the Acropolis and Forum restoration again, do you feel this difference that the text points out.

Roman Literature.—Some Readings to introduce the actual work of some of these famous writers. From the Augustan Age (see p. 226). Horace.

Here are two Odes that have interest in helping to understand the lavish wealth of the period.

XV. (Bk. II).—A complaint of the growth of private magnificence and luxury. Piles of royal magnificence will soon leave but few acres to the plough. On every side there will be fish ponds to be seen of wider extent than the Lucrine lake, and the unwedded plane-tree will drive the elm from the field. (Note: trees than were for ornament only would supersede those which were used as supporters for vines.) Violet-beds too, and myrtles, and the fulness of all that pleases the nostrils will scatter fragrance where olive yards were fruitful for former masters, and the laurel boughs will make a thick screen from the sun's fiery shafts. Not such was the lesson taught by the example of Romulus and bearded Cato and the rule of old days. In their time private revenues were small, the common stock large. Private citizens had no colonnades measured out with ten-foot rules and opening to the shady north; nor did the laws allow them to despise the chance-cut turf, though they bade them adorn their cities at the public cost and the temples of the gods with new-hewn stone.

XVIII.—No ivory nor ceiling of gold glitters in my house: no slabs of marble from Hymettus lie heavy on columns quarried in utmost Africa . . . nor do well-born dependants weave for me Laconian purple. But good faith I have, and wit in no niggard vein, and poor as I am, the rich man seeks my friendship. I do not weary the gods for anything more, nor ask any larger boon of a powerful friend, blest abundantly in my single Sabine farm.

Day treads on the heels of day, and new moons wax to



wane again. Thou, at the threshold of death art contracting for marble pavements and building houses without thought of the grave, and art fain to thrust back farther the shore of the sea that breaks on Baiae, not rich enough to thy taste with the coast of the mainland. Nay, worse, thy next neighbor's landmark again and again thou tearest up, aye, and over the boundaries of thine own clients leapest in thine avarice. Out they go, wife and husband too, carrying in their bosom the household gods of their sires and their ill-clad children . . .

Bk. IV, XV. An Ode on the Rule of Augustus.

Thine age, Caesar, has brought back plenteous crops to our fields, and to our own Jove has restored the standard plucked down from the proud portals of the Parthian, and has closed the gate of Janus Quirinus, for the war was over, and has put a bridle in the mouth of licence that would stray beyond right order, and has banished vices and recalled the old ways of life through which the name of Latium and the strength of Italy grew, and the majesty of the empire was spread to the sun's rising from his bedchamber in the west. While Caesar guards the world, no civil madness or violence shall banish peace, no anger which forges swords and sets at variance wretched cities. Neither those who drink the deep Danube shall break the edicts of the Julian house, nor Getae nor Seres nor faithless Persians, nor those who birthplace is by the river Tanaïs . . .

We add this Ode from Bk. I, because we think it good.

Ode IX: You see how Soracte (the conical mountain that attracts the eye in all views to the northward from Rome) stands out white with deep snow, and the straining woods bend beneath their burden, and the keen frost has stayed the running streams. Pile the logs plentifully on the hearth and thaw the cold, and draw out with more generous hand the four year wine from its Sabine two-eared jar, O prince of good cheer. All else leave to the gods. When they have laid the winds that now battle so fiercely on the yeasty waters, the cypresses are vexed no more, nor the old mountain-ashes. What shall be tomorrow, think not of asking. Each day that Fortune gives you, be it what it may, set down for gain; nor refuse sweet loves while boyhood is yours, nor, (I pray you) the dance, so long as youth is green and testy old age is far off. Now again and again seek you the Campus and the public squares, and the soft whispering at nightfall at the hour of tryst; now too the sweet tell-tale laughter from the secret corner which betrays the hiding girl, and the pledge snatched from arm or finger that only feigns resistance.

Here is a fine description of the coming of rain from Virgil: *Georgic I.*

But when it lightens from the region of the savage North and thunder peals in the home of the East and the West, then all the countryside is flooded, and all the ditches are full, and on the deep every seaman is furling the dripping sails. Never man was harmed by rains, but he was forewarned. For either, as it rises from the hollows, the cranes on high flee before it; or the heifer looks up to heaven, snuffing the breeze with wide-opened nostrils; or else the twittering swallow flits round her mere; or the frog croaks his immemorial plaint in the mud. Often, moreover, the ant threads her narrow path and brings out her eggs from their inmost cells; or a great rainbow will stoop to drink; or an army of rooks will quit its pasturage in long array, with the beating of a cloud of wings. Again, the manifold birds of the sea, with all that search the asian meadows as they stand in the sweet pools of Cayster, may be seen, each rivalling other to shower the copious spray over their shoulders—now dashing head-downward under the flood, now running to front the wave, all exultant in the wanton joy of their bathing. Then the villainous raven stalks in solitary state along the dry strand, and full-throatedly invokes the rain. Not even the girls as they card the midnight wool, are unaware of the rain, whenever they see the oil flicker in the burning lamp and a mushroom growth gather on the wick.

We doubt if the following is a just picture of farming even in Italy, although it finds an echo in Cicero's essay "On Age," which suggests the farm as the best possible life for age. To a westerner the description includes more ease than we are accustomed to associating with farm life. What ideas contained in this selection have you already found in Horace?

"Oh blest beyond all bliss the husbandmen, did they but know their happiness! on whom, far from the clash of arms, the most just Earth showers from her bosom a toilless sus-

tenance. Though no mansion, proud-portalled and stately, pours morn after morn its great sea of visitants from every hall—though their eyes be not fed on pillars gay with the fair shell of the tortoise, nor on vestments tricked with gold, nor on bronzes that once were Corinth's—though their white wool be not stained with Assyrian dyes, and the service of their clear oil be not marred with casia—yet theirs is a sleep that knows not care, a life that knows not disillusion, but is rich with treasures untold. They have Peace in their broad domains; . . . their youth toils and faints not, and requires but little. Heaven has its honors and age is reverend . . ."

It is apparent from these extracts that luxury of living went not unwarmed by the thoughtful men of the Empire.

Marcus Aurelius.

The meditations of Marcus Aurelius are those of a mature thinker and one approaching the end of his life, but there are here and there bits of philosophy quite within the grasp of the high school student, and well worth reading and thinking about. Unlike Horace and Virgil, they reflect the character of the times very little. 1. "Wretched man that I am," says one, "that this has befallen me." Rather say you, "Happy am I that, although this has befallen me, I remain untroubled, neither crushed by the present nor dreading the future." 2. If, in gymnastic exercises, some one scratches us with his nails or bruises us accidentally on the head, we do not protest, nor get angry, nor thereafter suspect that the injury was designed. And yet we are on our guard against him, not with hostility or suspicion, but with a good-natured caution for our own safety. Let it be so in the rest of life: let us look on many others things as on these accidents of the games. We must, as I said, be upon our guard, but without suspicion or enmity. 3. When you would cheer your heart, consider the good qualities of those about you—the energy of one, the modesty of another, the liberality of a third, and other virtues in others. Nothing is so cheering as abundant exemplifications of the virtues in the characters of those with whom we live. Let us, therefore, have them always ready at hand. 4. Accustom yourself to attend carefully to what is said by others, and to enter into the soul of the speaker. 5. Do not be ashamed to accept assistance. You should do your duty as a soldier storms a breach. What if you are lame and cannot mount the works alone? You may do so with the assistance of another. 6. Remember that to change your course and accept correction is no surrender of your freedom; for your act is accomplished in accordance with your own desire, judgment and understanding.

Chapter XXVI.

At the end of Part V you will find the third century characterized as a period of decline: material, political, intellectual. Discuss and outline the chapter under those headings.

I.—Political decline: 1. The emperors were no longer of the calibre of those of the Early Empire. 2. A highly complex centralized form of government was set up which made no allowance for liberty of the people at all and cost a great deal to operate. 3. The government became a tax-gathering and barbarian-fighting machine, and as a barbarian-fighting machine, it was increasingly less effective, as with the incorporation of many barbarians into Roman civilization, the barrier between Roman and barbarian was being broken down. 4. The government became more and more closely allied with money power.

II.—Material decline: 1. There was no longer any at-

Physics, Chemistry, Biology, and General Science

WHAT about your order for this semester? Now is the time to place it with us. Remember, we are the only house in Canada carrying complete stocks of apparatus and chemicals for all the sciences. Illustrated catalogues will be mailed if you will write us, stating subjects which you teach.

CENTRAL SCIENTIFIC COMPANY OF CANADA, LIMITED

LABORATORY AND APPARATUS SUPPLIES
REGISTERED

119 YORK ST. TORONTO 2 ONTARIO
PACIFIC COAST OFFICE 1830 WEST GEORGIA ST. VANCOUVER B.C.

tempt to reinstate the yeomanry of the country. 2. Combinations of capitalists united to raise prices of goods in daily use. 3. There was a sharp division between the classes (cf. Roman Republic 367-200 B.C.) On the one hand a comparatively small number of privileged and very wealthy great lords. Their condition contrasted sharply with that of all others, for; (a) even the lesser nobility were made responsible for the collection of taxes, a burden so crushing that they sought to evade their positions, which the law then made hereditary and as a consequence binding; (b) the artisans were badly paid; (c) the peasantry had become serfs attached to the soil. (How had this condition come about?) 4. The money of the empire was getting scarce,—being drained away to the east,—harder and harder to collect taxes.

III.—Intellectual decline: The third century was characterized by social degradation and lack of liberty. What influence did these conditions have on the intellectual life of the times? Can you think why? (Many intellectuals extol the "simple life" and find in it a stimulus to mental activity, but simplicity must not be confused with grinding poverty and lack of liberty. To many an intellectual simplicity represents freedom from this or that care, but there is no freedom in lack of food, and clothes, or time to think of anything but the next meal or pair of shoes.)

Chap. XXVII. The Development of the Christian Church.

A.—First Century: 1. Christ was born during the reign of the Emperor Augustus. 2. By 50 A.D. there were Christian congregations **among the poor** in nearly all the large Eastern cities. (Why among the poor?) 3. There must also have been congregations in Rome itself because it was during Nero's rule 50-68 A.D. that the first persecution of the Christians took place. (What was the pretext given? See Nero.) 4. But it was not until 115 A.D. that any Roman writer speaks of the Christians.

Summary of First Century: On the whole then, during the first century there was a gradual spread of Christian doctrine **among the poor**, but it was a movement misunderstood by the wealthier classes, and the Christians were therefore subjected to occasional persecutions.

B.—Second Century: Some spasmodic local persecutions;—the Christians were legally subject to punishment, but the law against them was rarely enforced.

C.—Third Century: (What was the general character of this century?) 1. The influence of Christ's teaching spread to the wealthier classes; but 2. Any able rulers struggling against the general decline and decay saw in the growth of the Christian Church, with its hostility to Roman patriotism, a disintegrating force. Accordingly this was an age of definitely planned persecutions.

D.—Fourth Century: 1. During Constantine's struggle for power in the Western Empire (division into East and West under Diocletian, p. 231), he thought it useful to seek the aid of the growing church, and from the time of his success at Milvian Bridge, 313, Christianity received **government toleration** (see Edict of Milan: Christianity placed on an equal footing with any other religion of the Empire.) 2. When Theodosius became sole emperor in both East and West, he passed an edict making **Christianity the State religion**, prohibiting pagan worship on pain of death.

The Causes of Persecution: Four reasons are clearly outlined in the text: have the pupils condense to a phrase or sentence each reason during discussion.

General Questions on the Chapter: 1. What is meant by the Nicene Creed? The Anglican Church still embodies this creed in its Prayer Book. Does it form part of the creed of any other church at the present day? 2. As Christians we are interested in noting the effect of the recognition of Christianity on the life of the Roman people. What were the good results? What mistaken influence did it have on the intellectual life of the people?

Grade XI Literature

Abraham Lincoln.

John Drinkwater: A Biographical Note.—John Drinkwater was born June 1st, 1882, in England. When nine years old he was sent to school at Oxford, where he stayed six years. He there acquired a great enthusiasm for games. He was the youngest boy to get colors in both cricket eleven and football eleven. He held the record for junior long jump (15 ft. 8 in.) for over thirty years, and was under fourteen at the time he made this record. On leaving school he took up the work of insurance, keeping himself on £35 a year and followed that occupation for twelve years. During that time he published "Poems" (1903), and "Death of Leander" (1906) "two books of undoubtedly bad verse"

KRAFT THE FURRIER LTD.

Buy your Fur Coat Now for next fall, from the largest range of Quality Furs in the Dominion. Convenient Terms. Priced from \$39.50 to \$250.00

Kraft Building, 222 - 8th Avenue West — Calgary
Est. 1908 — Phone M 3995

as he himself calls them. In 1907 he met Barry Jackson in Birmingham, where his first play (*Cophetua*) was acted. Giving up business he set out upon a literary career and having joined with Jackson, who built the Repertory Theatre in 1913, he published "Abraham Lincoln" in 1918, which was a pronounced success. (See introduction of the text.) Since then he has produced a number of historical plays, "Mary Stuart" 1921, "Oliver Cromwell" 1921, "Robt. E. Lee" 1923, and "Robt. Burns" 1925. Drinkwater's method of writing is to saturate himself with the background and then compose quickly. "I have an idea," he says, "that by doing this one ought to get behind a simplified expression a great pressure from all the material in the background." He has published up to date close upon fifty volumes, including verse, drama, biography and "All About Me," a book of verse for children.

Some Points of History.

As Drinkwater selected for his play only such episodes from Lincoln's life as would build up a clear picture of his character, it is necessary, we think, to give a brief historical account of the slavery issue and the civil war. The question of slavery brought about the civil war. 1. Lincoln's early position on the slavery question was that the government should exclude slaves from **territories** (such as District of Columbia and Territory of Oregon), over which the **national government** had jurisdiction, but that slavery could not constitutionally be interfered with in **individual states**. 2. The first bit of mischief making legislation was the Kansas-Nebraska Act, by which the inhabitants of **each territory** as well as **each state** were to be left free to decide for themselves whether or not slavery was to be permitted therein. (This was largely the work of Stephen Douglas, of Illinois.) 3. Many elements combined against the Kansas-Nebraska Act which was regarded as a retrograde step (we gather), and these elements composed a new party—the Republicans. Their important party plank was "no extension of slavery." (The Kansas-Nebraska Act was regarded as an "extension" which might encourage still further "extension.") The Republican nominee for the President was Abraham Lincoln. 4. It is at this point that disruption of the Union was threatened, for during the campaign for the presidency, radical leaders in the South began to say that if the Republicans were successful that the North would not respect the rights of the slave holding South, and that their only course would be to secede. 5. By the time then that Lincoln was inaugurated as President, seven of the Southern States had withdrawn and set up a new Confederate government under Jefferson Davis. 6. One of the first things the new confederacy did was to seize nearly all forts within its limits. 7. (From Encyclopaedia). "Great division of sentiment existed in the North, whether in this emergency acquiescence or coercion was the preferable policy, Lincoln's inaugural address declared the Union perpetual and acts of secession void, and announced the determination of the government to defend its authority, and to hold forts and places yet in its possession. He disclaimed any intention to invade, subjugate or oppress the seceding states. 'You can have no conflict,' he said, 'without yourselves being the aggressors.' 8. 'Fort Sumter, in Charleston Harbor, had been besieged by the secessionists since January, and it being now on the point of surrender through starvation, Lincoln sent the besiegers official notice that a fleet was on its way to carry provisions to the fort, but that he would not attempt to reinforce it unless this effort were resisted. The Confederates, however, immediately ordered its reduction, and after thirty-four hours' bombardment, the garrison capitulated... Thus Civil War was provoked." (1861). 9. In 1862 the tide of battle seemed to be turning definitely in favor of the North, when Lee's invading army was defeated at South Mountain and Antietam. It was then that Lincoln felt himself to be sufficiently powerful to issue his proclamation of emancipation of the slaves. On Jan. 1, 1863, the proclamation was issued. 10. One of the memorable battles of the war was that of Gettysburg, where Lee, the southern commander, suffered a "dis-

astrous defeat." The battlefield was dedicated as a burial ground, and Lincoln at that time made what is now known as the "Gettysburg Speech," from which Drinkwater quotes. Where?

The Speech: "Fourscore and seven years ago our fathers brought forth on this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honoured dead we take increased devotion to the cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth." 11. Just at the beginning of Lincoln's second term of office the war came to a close, the decisive victory being that of Grant over Lee at Richmond. Lee surrendered his entire army to Grant on the 9th of April, 1865, and Lincoln was shot on the 15th, by John Wilkes Booth, an actor, who escaped at the time, but twelve days afterwards was shot in a barn where he had concealed himself.

Some Notes on Lincoln's Character.

I.—**An honest man:** Stone, who has known him for forty years, says of him that "he was never crooked once." His straight-forward method of dealing with people is clearly evidenced in his talk with the Republican delegates, and his insistence that they shall be clear as to what his point of view is before there should be any final proposal or acceptance. "If the South insists upon the extension of slavery, and claims the right to secede, . . . and the decision lies with me, it will mean resistance, inexorable, with blood if needs be." And Price, in appreciation of Lincoln's honesty and sense of principle says, "We believe you to be an upright man, Mr. Lincoln." (p. 19).

II.—**Trifles were subordinated to their proper position.** Susan reflects the color of the household when she displays indifference to the daunting aspects of Washington society. "I dare say we would take to Washington very well." This indifference to trifles led to a carelessness of personal appearance and little niceties of speech that Mrs. Lincoln found hard to condone; e.g., "Where's that darnation cordial? May the devil smudge that girl." Mrs. Lincoln: "I've tried for years to make him buy a new hat." Personal comforts had little place in Lincoln's scheme: he wraps himself up and goes to sleep on two chairs on the occasion of his visit to Grant.

III.—**Lincoln had great courage.** He did not shrink from responsibility or what he conceived to be his duty, though he well realized what that responsibility would entail. (pp. 13-14). His mind was always clear as to the course of action that ought to be followed and he had the courage to pursue that course of action even to overriding the opinions of his cabinet (p. 47),—even to declaring war when he realized to the full the dreadfulness of war. (Proof of this: p. 57 to Mrs. Blow: "Madam, every morning when I wake up, and say to myself, a hundred, or two hundred, or a thousand of my countrymen will be killed today, I find it startling" (a word Mrs. Blow had just used.) It required courage to hold Fort Sumter (because he had faith in the value of the Union and the principles for which it stood) when he knew that holding it would lead to war. The chronicles do full justice to the quality in Lincoln: "A heart undaunted in vision and in loneliness." (p. 25).

IV.—**Lincoln was a statesman.** (See p. 80) "My duty . . . has been to be loyal to a principle, and not to betray it by expressing it in action at the wrong time. That is what I consider statesmanship to be." Lincoln had always been in favor of the abolition of slavery, but he delayed and delayed its proclamation until he felt that victory in

the end was fairly sure. Only then did he feel that there was any real possibility of the proclamation being effective. Lincoln felt Brown to be a fanatic "who would do nothing but get himself at a rope's end." Lincoln's thinking was statesmanlike: you must work in such a fashion as to achieve something.

V.—Lincoln was very firm in his decisions. This firmness was the outgrowth, perhaps, of Lincoln's reliance on principle, and the natural courageousness of his disposition. "I don't think you need be afraid of the President's firmness," says Mrs. Lincoln (p. 55). "He's firm in his decisions," says Seward. Lincoln's determination to provision Fort Sumter and his insistence on the proclamation of abolition at the time of Lee's defeat at Antietam are two noteworthy examples of this quality.

VI.—Lincoln understood human nature (p. 22): "Lincoln sees deeper into men's hearts than most." To Seward Lincoln said, "I can see your mind working like the innards of a clock." When the emissaries from the South came to interview Seward, to use his influence in getting Lincoln to adopt a more conciliatory attitude, Seward was hoodwinked by them when Lincoln was not.

VII.—Lincoln was very judicious. He did not allow personal feelings or biases to influence his conduct. Notice the judicious way in which he replies to Hook's charge that his action in issuing the proclamation of abolition is too impetuous. "He would make a great judge," says Hind, p. 21. Indeed Lincoln made definite efforts to maintain his sanity of judgment. He would not make decisions in moments of excitement. His humour helped him to preserve his sense of balance. (His reading of Artemus Ward before introducing the question of abolition.)

VIII.—He was a man of large and generous sympathies. "With malice toward none, with charity toward all." His whole attitude toward slavery is illustrative of his sympathy and compassion. He is insistent that there are to be no reprisals. "It is a policy of faith: a policy of compassion." (p. 85). "No, no. I'll have nothing of hanging or shooting these men, even the worst of them. Frighten them out of the country, open the gates, let down the bars, scare them off. Shoo!" There are countless other illustrations of his sympathy,—with Mrs. O'Leary in the loss of her son; with Scott; with William Custis ("Just two old men").

IX.—He was very free of meanness in relation to others and could not tolerate it, e.g., his treatment of Mrs. Blow, but his tongue could be sharp when he felt there was reason; e.g., pp. 77-8, little remarks about Hook.

X.—His greatness removed him from the ordinary fellowship of men and left him lonely. "It's a forlorn thing for any man to have this responsibility in his heart." (p. 60). The Chroniclers emphasize Lincoln's remoteness "in vision and in loneliness."

How does Drinkwater bring out Lincoln's character in the play?

A.—Through his sympathies with (1) Susan the maid, who served the family for years. (2) William Custis, the negro preacher. (3) Scott, the sentinel found asleep at his post.

B.—By contrast with (1) Seward, his secretary of state. Seward temporizes, almost conspires with the leaders from the South. (2) Hook, an imaginary character—opposed to Lincoln at every turn. (3) Mrs. Goliath Blow, whose husband is a profiteer.

What are the marks of Mrs. Lincoln's character? (1) Her care for her house (no smoking in the parlor.) (2) Her affection for her husband. (3) Her great concern for his career (preventing his accepting the post of Governor of Oregon, for example.) (4) Her tolerance of his carelessness. (5) His anxiety to consult with her fully, and his reliance on her judgment.

EDUCATION WEEK

February 23rd to 29th

"Education—A Training for Citizenship"

CALGARY SCHOOL BOARD EMPLOYEES' GROUP ACCIDENT & HEALTH INSURANCE

EMPLOYERS' LIABILITY ASSURANCE CORP'N. LTD.

LONDON, ENGLAND

M. 4097 — JACK FARISH — R. 2422
EQUITABLE SECURITIES CORPORATION, LTD.

CALGARY, ALBERTA



**MOYER'S FOR
QUALITY SCHOOL
SUPPLIES
OF ALL KINDS**

A Complete Stock

*Moyer's Pay Express
Mail or Freight
Charges*



Moyer School Supplies Ltd.

EDMONTON

Toronto - Winnipeg - Saskatoon - Edmonton

Twenty-five Years a King!

A new set of lantern slides on the life of King George V.

Available to Schools from March 1st.

Bausch & Lomb Balopticons supplied on very easy terms.

Write for particulars and lists of slides.

• • •

The
DEPARTMENT of EXTENSION
University of Alberta

EDMONTON

ALBERTA

Oldest European Discovery Against Stomach Troubles and Rheumatism Acclaimed Best by Latest Tests

Since 1799 thousands of people have regained their normal health after years of suffering from stomach troubles of all types, such as constipation, indigestion, gas, and sour stomach which are the basic factors of such maladies as high blood pressure, rheumatism, periodic headaches, pimples on face and body, pains in the back, liver, kidney and bladder disorder, exhaustion, loss of sleep and appetite. Those sufferers have not used any man-made injurious chemicals or drugs of any kind; they have only used a remedy made by Nature. This marvelous product grows on the highest mountain peaks, where it absorbs all the healing elements and vitamins from the sun to aid HUMANITY in distress.

It is composed of 19 kinds of natural leaves, seeds, berries and flowers scientifically and proportionately mixed and is known as LION CROSS HERB TEA.

LION CROSS HERB TEA tastes delicious, acts wonderfully upon your system, and is safe even for children. Prepare it fresh like any ordinary tea and drink a glassful once a day, hot or cold. A one dollar treatment accomplishes WONDERS; makes you look and feel like new born. If you are not as yet familiar with the beneficial effects of this natural remedy LION CROSS HERB TEA try it at once and convince yourself. If not satisfactory money refunded to you. Also in tablet form.

Try it and convince yourself with our money-back guarantee.

One Week Treatment \$1.00

Six Weeks' Treatment \$5.00

In order to avoid mistakes in getting the genuine LION CROSS HERB TEA, please fill out the attached coupon.

Lio - Pharmacy,
1180 Second Ave.,
New York City,
N.Y., U.S.A.

Dept. 9968

Gentlemen:
Enclosed find \$_____ for which please send me _____ treatments of the famous LION CROSS HERB TEA.

NAME _____

ADDRESS _____

CITY _____ PROV. _____

An Announcement to the School Teachers of Alberta and Saskatchewan

YOU are invited to join the Field Force of THE COMMERCIAL LIFE, by which, with a reasonable production of business, or by assisting our field men to produce a reasonable volume of business, you can add substantially to your income, and also secure an invitation to the Agency Convention of the Company at

BEAUTIFUL WATERTON LAKES

From Edmonton through Calgary, Macleod, Cardston (with its magnificent Mormon Temple, costing over \$2,000,000), to gorgeous Waterton Lakes, and back by Pincher Creek and the Crow's Nest highway, where you will see the famous Frank Slide, and through Blairmore, Coleman, Fernie, to the Windermere Highway, Columbia Lake (the source of the great Columbia River), Radium Hot Springs (delightful swimming pool), Sinclair Canyon, Marble Canyon, Johnson's Canyon, and glamorous Banff (more swimming pools). A gorgeous panorama of mountain and valley scenery.

We shall be glad to send you full particulars. Please send in the Coupon.

COUPON

THE COMMERCIAL LIFE
ASSURANCE COMPANY OF CANADA.

I am interested in your Agency opportunity and your Waterton Lakes Convention. Please send me full particulars.

NAME _____
ADDRESS _____
SCHOOL _____



HEAD OFFICE: EDMONTON, ALBERTA
J. W. GLENWRIGHT, Managing Director E. B. H. SHAVER, Secretary

CLASSROOM HELPS for Teacher and Pupil

Lazerte's Number Booklets

These are for the pupils' use in Grades I, II and III. Each booklet contains at least fourteen sheets of graded problems and exercises arranged in logical sequence and based on the prescribed content for the first three grades.

No work is done on the booklets themselves but on scribbling paper placed under the pages. Unlimited drill is possible and by means of a clever device the pupil may check his own answers. The booklets may be used for several terms.

Number Booklets, Grades I, II and III, (postpaid) each 25c

A Reader Project for Primary Classes

The materials for this project consist of (1) plain bond blank booklets $5\frac{1}{4}'' \times 8\frac{1}{2}''$ of 16 pages, and (2) Sets of 40 pen and ink drawings $3'' \times 5''$ printed on gummed paper and based on the characters, objects and incidents of the authorized Primer and First Reader.

After a picture is placed in the booklet the pupil may write his own story in the space below. Later as an art project he may design the cover and color the pictures.

Blank Booklets (postpaid) 2 for 5c
Primary Picture Series (postpaid) 25c
First Reader Picture Series (postpaid) 25c

Are You Planning a School Play?

In anticipation of a course in Theatrical Arts proposed for the New Curriculum we have recently completed two books by Elizabeth Haynes and Theodore Cohen that contain many hints of inestimable value for the Play Director.

These have been written with great care and are profusely illustrated. They make allowance for the inadequate facilities, scanty materials and limited resources of most schools and communities where it is desired to do work along this line.

Make-up and Costume (postpaid) 75c
Stagecraft and Lighting (postpaid) \$1.00

Some Ruled School Record Forms

1. **Pupils' Report Form**—This contains ruled lines and spaces for the names, marks, averages, standing and attendance of 48 pupils. Postpaid... 100 for \$1.50
2. **Pupils' Examination Record**—This contains ruled lines and spaces for the results of four examinations in each of fifteen subjects for each of 48 pupils. Postpaid, each 5c
3. **Teacher's Progress Record**—This is a loose-leaf book consisting of pressboard covers and rings and a refill of 40 pages containing blank spaces for a weekly record of the work done in each of thirteen subjects for each of eight grades over a period of 40 weeks. Postpaid, complete 45c
Refills for Teacher's Progress Record 25c

The Institute of Applied Art Limited

Educational Publishers
EDMONTON - ALTA.

